

**INFLUENCE OF MANAGEMENT STRATEGIES APPLIED BY HEAD TEACHERS ON  
PUPILS' PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION  
EXAMINATIONS IN PUBLIC SCHOOLS IN MERU COUNTY, KENYA**

**Leonard Muthuri Kananua**

**A Thesis Submitted for Examination to the Graduate School in Partial Fulfillment of the  
Requirements for the Award of Doctor of Philosophy Degree in Education (Educational  
Administration)**

**University of Nairobi**

**2023**

## DECLARATION

This thesis is my original work and has not been presented for an award of a diploma or conferment of a degree in any other institution or university.


Signed:  \_\_\_\_\_

5/7/2023  
Date

Name: Leonard Muthuri Kananua

Reg. no. E80/51826/2017

This thesis has been submitted for the award of Doctor of Philosophy Degree in Education (Educational Administration) with our approval as University Supervisors.

Signed:  \_\_\_\_\_  
Prof. Ursula, Achieng Okoth

25<sup>th</sup> July, 2023

-----  
Date

Associate Professor of Education

Department of Educational Management, Policy and

Curriculum Studies, University of Nairobi

Signed:  \_\_\_\_\_  
Prof. Winston, J. Akala

2<sup>nd</sup> August, 2023

\_\_\_\_\_  
Date

Associate Professor of Education

Department of Educational Management, Policy and

Curriculum Studies, University of Nairobi

## **DEDICATION**

1. I dedicate this thesis to my family especially my beloved wife, Pauline Wanjiru and our dear children, Dorcas Kinya and Timothy Murimi.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ADEA</b>	Association for Development of Education in Africa
<b>ANOVA</b>	Analysis of Variance
<b>BoM</b>	Board of Management
<b>CBE</b>	Curriculum Based Establishment
<b>CBC</b>	Competency Based Curriculum
<b>CDE</b>	County Director of Education
<b>FDSE</b>	Free Day Secondary Education
<b>EFA</b>	Education for All
<b>FPE</b>	Free Primary Education
<b>FPESP</b>	Free Primary Education Support Project
<b>GMRE</b>	Global Monitoring Report on Education
<b>GoK</b>	Government of Kenya
<b>HoD</b>	Head of Department
<b>KEMI</b>	Kenya Education Management Institute
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KNEC</b>	Kenya National Examinations Council
<b>KNUT</b>	Kenya National Union of Teachers
<b>MoEST</b>	Ministry of Education, Science and Technology
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>NATS</b>	Newly Appointed Teachers
<b>NPE</b>	National Policy on Education

<b>OECD</b>	Organization for Economic Co-operation and Development
<b>PA</b>	Parents' Association
<b>PC</b>	Performance Contract
<b>PPMCC</b>	Pearson Product Moment Correlation Coefficient
<b>PTA</b>	Parents Teachers Association
<b>SACEQ</b>	Southern African Consortium for Education Quality
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>TI</b>	Transparency International
<b>TPAD</b>	Teacher Performance Appraisal and Development
<b>TSC</b>	Teachers' Service Commission
<b>UNAIDS</b>	United Nations Program on Acquired Immune Deficiency Syndrome
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Emergency Fund

## ABSTRACT

The goal of this study was to ascertain how head teachers' management practices affected their students' performance in the Kenya Certificate of Primary Examinations in Meru County public schools. The study's goals are to ascertain how the working relationship between head teachers and teachers affects students' performance in KCPE examinations, to ascertain the impact of head teachers' oversight of curriculum implementation on students' performance in KCPE examinations, to ascertain the impact of head teachers' provision of teaching and learning resources on students' performance in KCPE examinations, and to ascertain the impact of The systems theory of the input-output model created by Ludwig Van Bertalanffy in 1956 served as the study's main framework. This theory contends that a structured firm does not initially begin in a vacuum; rather, it reserves inputs from the outside environment and uses those inputs to create outputs. The primary inputs are teachers, administrators, supplies, and facilities, whereas the primary outputs are the knowledge and skill gains of the students. A sample of 65 head teachers, 778 instructors, and 2873 students selected from 65 public primary schools in Meru County participated in the study, which used a descriptive survey research design. While focus group discussion guides were utilized to gather information from students, questionnaires were employed to gather information from head teachers and teachers. The data analysis employed descriptive statistics. Frequency distributions, means, standard deviations, and percentages were used to present the results. The content validity of the measures was examined by qualified academics from the University of Nairobi's Department of Educational Management Policy and Curriculum Studies. To determine the reliability, the researcher used the test-and-retest methodology. With a significance level of 0.0018, the Pearson correlation coefficient between head teachers' and teachers' working relationships and students' achievement in KCPE exams was 0.341. The Pearson correlation coefficient between head teachers' oversight of the curriculum's implementation and students' achievement on the KCPE exam was 0.333, with a significance level of 0.0011. The Pearson correlation coefficient between head teachers' provision of instructional materials and students' performance on the KCPE exam was 0.491 with a significance level of 0.0019, while the Pearson correlation coefficient between head teachers' support of teachers' professional development and students' performance on the KCPE exam was 0.298 with a significance level of 0.0024. The study came to the conclusion that head teachers' oversight of the curriculum's implementation had a significant impact on students' performance in KCPE examinations, while their failure to secure adequate teaching and learning materials led to students' consistently average performance in KCPE examinations in public schools in Meru County. In order to provide head teachers with the managerial skills required for schools to achieve academic excellence, it is advised that the Directorate of Quality Assurance need to organize additional capacity development workshops. In order for instructors to manage and deliver lessons effectively with a sufficient number of students in the class, the instructors Service Commission must make sure that there is adequate staffing in all Kenyan public schools.



## **CHAPTER ONE**

### **INTRODUCTION**

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

It is stated that head teachers are important to students' academic advancement because they are considered as the driving forces behind any school (Williams, 2010). International perspectives on Education for All (EFA) therefore assume that by consistently investing in the professional development of head teachers with a focus on their management tactics to increase students' academic achievement, academic performance in schools will improve (Obinwelo, 2008). However, the dedication and efficacy of the head teachers are directly related to the effectiveness of schools in the primary school curriculum. Therefore, it can be said that the quality of learning outcomes, resource mobilization and management, school quality monitoring, and associated staff development programs are all held to a higher standard by the head teachers (Manaseh, 2016). A school manager must be an effective human resource manager who inspires the teachers to work at their highest level from the moment they are hired in order to produce the most possible (Oduma, 2012). This can be achieved by establishing a clear vision for the schools, conveying it to the students, and supporting its realization through instructional leadership, the supply of resources, and being visible throughout the entire organization.

The quality of basic education a country provides to its citizens directly affects that country's future (Obinwelo, 2008). Because of this, anything happens in primary schools could make or ruin the entire educational system (Obinwelo, 2008). Making ensuring all factors that improve student learning outcomes are present and demonstrating effective instructional leadership are

two of the key duties of head teachers (Manaseh, 2016). This suggests that the head teachers are the principal designers of their institutions, possessing a comprehensive understanding of the systems, procedures, and resources that work together to increase the performance of the targeted students in national assessments. The school head is the manager of the school, the focal point around which many parts of the school revolve, and the person in charge of managing every area of the school's operations, according to Bakhada (2010). Therefore, the functions that head teachers play in schools have a significant impact on students' academic success. According to research on students' academic performance and personnel management techniques, the physical environment's quality has a big impact on students' achievement (Yara and Otieno, 2010). An organization must be successful and efficient in order to accomplish its objectives; as a result, the management of the human resource inside the business is crucial (Saleem, 2010). Head teachers who are also personnel managers must therefore implement personnel management techniques for schools to perform well in public exams. Head teachers must find or hire skilled instructors, supply the necessary teaching and learning materials, and create a supportive environment for their staff. According to Westbrook, Durrani, Brown, Orr, Pryor, Boddy, and Salvi (2013), one of the main responsibilities of head teachers is to make sure that each component that contributes to greater student learning outcomes is present. Interactive teaching methods also boost student learning outcomes. Since they have a comprehensive understanding of the systems, processes, and resources that work together to produce the desired learning outcomes for students, the head teachers are the principal architects of their respective schools.

Since education contributes significantly to economic growth and investment in education has become a key focus of economic development, the difficulty of low performance in national

examinations is costly to any country (Hannishek, Peterson, and Woessmann, 2012). Poor performance on national exams is primarily caused by inadequate instructional supervision and a failure to apply management approaches (Alimi and Akinfollarim, 2012). Because of this, management strategies used by head teachers to ensure pupils' academic achievement are continually under review.

Effective administration of staff members, a decent study atmosphere, a course of study, parental participation, high-quality literature, and most importantly, study habits are the keys to greater learning and academic achievement in schools in Britain (Adeogum & Olisaemeka, 2011). The primary responsibility of the head teacher is to provide a school with effective leadership and management (Gronn, 2009). This encourages a stable base from which to meet academic goals. However, it takes the collaborative efforts of teachers and school administrators to help kids acquire healthy study habits (Kizlik, 2012). Pearson (2009) asserts that when supervising in the field of education, supervisors must aid people under their care in realizing their potential and value. This is why managing staff members effectively by head teachers is essential for students' academic success.

According to a study conducted in Belgium by Iravo (2011), in-service training is a crucial element in raising student achievement. Therefore, it is the duty of head teachers to support teachers' professional development by motivating them to participate in in-service training for the benefit of the students. Due to this, Adeogum and Olisaemeka (2011) came to the conclusion that any business that does not prepare for its human resources will frequently discover that it is not efficiently achieving either its overall goals or the requirements for employees.

In Ghana, it was discovered that the acquisition and oversight of the efficient use of necessary teaching and learning resources had an impact on the success of instructors' lessons. The creative use of a variety of media enhanced the likelihood that the students would learn and enhance their performance on the abilities that they were meant to develop, claims Kizlik (2012). Adeogun and Olisaemeka (2011) have claimed that young infants are capable of learning abstract concepts if they are provided with sufficient physical materials and actual contacts with the phenomena they want to understand. In a study of certain private and public schools in Ghana, Ayodele (2005) discovered that academic performance was greater in private schools as a result of successful head teachers' supervision of teachers' instructional preparation. Effective monitoring of the application of the available learning is therefore necessary. Using and creating teaching resources enhances the quality of instruction and learning in the classroom (Billard, 2003). The financial management strategy utilized by head teachers to buy the essential and efficient teaching and learning instruments results in well-taught students who do better academically.

In Nigeria, citizens accused teachers of failing to prepare for their courses, which unintentionally hampered students' academic performance (Ifedili and Ochuba, 2009). The common consensus is that high-quality instructors are the best resources and assets in education, regardless of who is at fault (Ayodele, 2005). According to Adeogun (2003), a school without these human resources may not be able to accomplish the goals and objectives of the educational system. Adeogun (2003) also stated that the quality of the educational system depends on carefully supervised curriculum implementation.

Studies conducted in Botswana agree that the supply of proper learning and teaching resources, administrative assistance, and competent leadership were responsible for students' achievement in examinations (Luthans, 2002). Bush and Bell (2007) stressed the direct involvement of head teachers in goal-setting and goal-attainment in the communities surrounding the school. Similar to other third-world nations, Rwanda's private schools had better financial management by the head teachers than did the public ones, which made it possible to buy and oversee the efficient use of necessary teaching and learning resources. Low-quality school teaching and learning materials, according to Ajayi (2007), can lower the standard of teaching and learning in classrooms, which will have a negative impact on student academic performance. For a teaching and learning process to be successful, school administrators must understand the value of learning and teaching instruments including chalkboards, teaching aids, and reference books. Head teachers must therefore develop superior management abilities in order to properly handle funds for the purchase of teaching and learning materials (Okwari and Edo, 2012).

Teachers' professional development is referred to as a process comprising all activities that support professional career progress in Tanzania, where teacher education programs are well-established (Rogan and Grayson, 2004). The competency, effectiveness, and support from administrators and managers in the field of education all play a role in how effective instructors are (Rogan, 2004). This is why possibilities for teachers to explore new positions, create new teaching strategies, improve their practices, and enlarge their personal skill sets are provided via opportunities for professional growth (Moshia, 2017). A teacher who views professional development favorably is more likely to pick up new information, abilities, attitudes, values, and dispositions. Pride, self-worth, spirit dedication, self-drive, adventure, creativity, and vision are

all parts of this temperament. Teachers that are committed to helping students improve their academic performance must possess all of these qualities (Mosha, 2017). To encourage teachers' professional development, however, school administration's assistance is essential. Because of this, one of the methods used by the head teachers to help students better in their academic work is to assist the professional development of the teachers in their individual schools.

Data on student success is used to evaluate schools in Kenya (Heck, 2009). No of the situation, the government and parents alike expect primary school students to perform well in the KCPE. However, low productivity and subpar academic achievement of students are the results of inadequate teacher appreciation and the head teachers' lack of providing incentives to instructors (Republic of Kenya, 2012). Therefore, it is impossible to separate the head teachers from the schools they oversee and the academic achievements of those institutions. For students to achieve academic success, the head teachers must employ management tactics include fostering positive working relationships between head teachers and instructors, supervising the implementation of the curriculum, purchasing instructional materials, and encouraging teachers' professional development.

The percentage of pupils passing national exams is used to measure the effectiveness of Kenya's educational system (Okumbe, 2008). Furthermore, Okumbe (2008) discovered that head teachers needed to be skilled personnel managers in order to raise student performance. This can be accomplished by hiring an adequate teaching staff, rewarding instructors who excel in their topics, covering the curriculum, and providing an adequate supply of teaching and learning resources. According to Republic of Kenya (2012), the Minister for Education saw that

underwhelming student performance in some schools wasn't caused by a lack of instructional materials, but rather by a lack of dedication to the work that the school staff was expected to complete. Therefore, a strong showing in the Kenya Certificate of Primary Education (KCPE) exams is essential for getting into esteemed County and national schools. Table 1.1 displays the results of the KCPE exams in eight of Meru County's sub-counties from 2010 to 2014.

**Table 1.1 Meru County KCPE Examinations Performance per Sub County for the Period 2010-2014**

Sub County	Year				
	2010	2011	2012	2013	2014
	Mean score				
Imenti South	267.78	273.53	277.53	283.11	280.17
Imenti Central	246.23	233.26	247.77	251.97	228.29
Imenti North	225.87	213.11	218.98	238.23	219.34
Igembe North	221.87	236.39	237.86	233.89	228.94
Igembe South	218.36	228.78	231.78	219.29	227.29
Tigania East	209.33	190.39	220.28	219.26	231.34
Tigania West	199.39	218.37	231.97	230.84	229.23
Buuri	New	New	New	New	241.25

**Source: Meru County Director of Education's office, 2015**

From Table 1.1 all the eight sub Counties in Meru County except Imenti South attained below 250 marks and the lowest was Tigania East with 190.39 from 2010 to 2014.

Further research in 2015 and 2016 showed that KCPE examinations performance remained below average in public schools in eight sub-Counties of Meru County. Table 1.2 shows KCPE examinations mean score in 2015 and 2016 in public primary schools in Meru County.

**Table 1.2 Meru County KCPE Examinations Mean Score for 2015 and 2016**

<b>Sub County</b>	<b>KCPE Mean score</b>	
	<b>2015</b>	<b>2016</b>
Imenti South	267.89	272.50
Meru Central	243.44	254.83
Imenti North	251.89	254.15
Igembe North	246.09	245.87
Igembe South	236.01	251.29
Tigania East	242.71	251.29
Tigania West	231.65	239.29
Buuri	247.32	248.64

**Source: Meru County Director of Education (2017)**

Table 1.2 data reveals that, with the exception of Imenti South, all eight sub-counties in Meru County achieved mean scores of 267.89 in 2015 and 272.50 in 2016, with Tigania West having the lowest mean scores at 231.65 in 2015 and 239.29 in 2016. Imenti South was the Sub County with the highest mean score, with mean scores of 267.27 in 2015 and 272.50 in 2016. Igembe North had a mean score of 246.09 in 2015 and a mean score of 245.87 in 2016, while Imenti North had a mean score of 251.89 in 2015 and a mean score of 254.15 in 2016. In 2015 and 2016, Buuri Sub County's mean scores were 247.32 and 248.64, respectively. In 2015, Meru



Central Sub County had a mean score of 243.44, while in 2016, it had a mean score of 254.83. Igembe South sub County had a mean score of 236.01 in 2015 and a mean score of 251.29 in 2016, whereas Tigania East sub County had a mean score of 242.71 in both years. According to the data, only four of the eight sub counties achieved a mean score of 250 or above in 2015 and 2016. This finding, however, is in agreement with Siringi (2014), who discovered that student performance in KCPE examinations remained below average in nearly all eight sub-counties of Meru County with a mean score of 242 out of a possible 500 marks, as opposed to counties like Kirinyaga and Makueni, which had 274 and 267 marks, respectively, in 2014. Ineffective head teachers' management practices may be the primary cause of the low KCPE exam performance. This result is consistent with Maicibi's findings from 2009, which indicated that good head teachers' management techniques were important for students' academic success.

Although there are numerous aspects that contribute to good performance, the head teachers' contributions are crucial. In Meru County, many public elementary schools have established academic targets targeted at achieving above 300 out of a possible 500 marks (Ikiugu, 2015). This thus makes it easier for the students to get accepted into either national or private secondary schools. Many public elementary schools were able to acquire teaching and learning tools such textbooks, chalk, and exercise books after the implementation of Free Primary Education (FPE) in 2003. However, this did not necessarily translate into better performance on the KCPE tests (Okech and Somerset, 2010). With a mean score of 242 out of a possible 500 points, students' performance in the KCPE exams has remained below average in nearly all eight sub-counties of Meru County, as opposed to counties like Kirinyaga and Makueni, which had 274 and 267 points, respectively, in 2014 (Siringi, 2014). Most Counties have experienced national

performance in KCPE examinations below the 50% mark for several years. The Kenya National Examinations Council (KNEC) has data available that indicates the mean performance from 2006 to 2011 was 49.17 in 2006 and 49.12 in 2011. The year 2008 saw the highest mean score of 49.66 (The Open Institute, December 2013). Therefore, study in other Counties is required to identify the primary reasons for students' poor performance in KCPE exams. Academic success among students is influenced by a variety of elements, including motivation and self-control. However, it has been shown that good management techniques used by head teachers are essential to students' academic achievement (Maicibi, 2009). Additionally, there is a knowledge gap about the management practices used by head teachers to influence students' performance in public schools in Meru County, and this research aims to close that gap.

## **1.2 Statement of the Problem**

Through workshops, seminars, and teacher training facilities, the Kenyan government has made significant investments in head teachers (Republic of Kenya, 2012). This was done to increase the managerial capacity of head teachers and raise student performance in the KCPE exam. Since 2003, the government has additionally supplied money through the Free Primary Education (FPE) initiative to purchase instructional materials (Okech and Somerset, 2010). But because of ineffective management of both people and material resources, education quality and performance remained below average in the majority of public elementary schools. However, it was found that students' KCPE exam performance in Meru County's public schools over the previous five years had been below average. It is significant to note that, in comparison to counties like Kirinyaga and Makueni, which had 274 and 267 marks, respectively, in 2014, the performance of students in the KCPE examinations has remained below average in nearly all eight of Meru County's sub-counties (Siringi, 2014). The academic success of Kenya's primary

schools is greatly influenced by the head teachers' leadership as school administrators (Chitiavi, 2002). While a 2014 study in Mandera County by Orodho found that good school management led to improved student academic performance. However, none of these researchers examined the impact of head teachers' management techniques on students' KCPE exam performance in Meru County public schools. Therefore, it is crucial to conduct research to determine how performance in the KCPE tests in public schools in Meru County can be influenced by the management tactics used by head teachers.

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

This study sought to determine how head teachers' management techniques affected students' performance in Kenya Certificate of Primary Education exams in Meru County public schools.

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

The study was guided by the following objectives:

- i. To determine the relationship between head teachers' and teachers' working relationship and pupils' performance in KCPE examinations in public schools in Meru County.
- ii. To establish the extent to which supervision of curriculum implementation by head teachers' influences pupils' performance in KCPE examinations in public schools in Meru County.
- iii. To determine the extent to which provision of teaching and learning materials by head teachers' influences pupils' performance in KCPE examinations in public schools in Meru County.
- iv. To establish the extent to which facilitation of teachers' professional growth by the head teachers' influences pupils' performance in KCPE examinations in public schools in Meru County.

## **1.5 Hypotheses**

The study tested the following null hypotheses:

HO1. There is no significance difference in the pupils' KCPE examinations mean score in public schools in Meru County when head teachers and teachers are classified as having good or poor working relationship.

HO2. There is no significance difference in the pupils' KCPE examination mean score in public schools in Meru County when supervision of curriculum implementation is done effectively or ineffectively by head teachers.

HO3. There is no significance difference in the pupils' KCPE examination mean score in public schools in Meru County when teaching and learning materials are provided or not provided by head teachers.

HO4. There is no significance difference in the pupils' KCPE examinations mean score in public schools in Meru County when teachers are classified as having been facilitated or not facilitated for professional growth by head teachers.

## **1.6 Significance of the Study**

The results of this study can be used by head teachers to implement effective management techniques to raise students' performance in KCPE examinations. The County Directors of Education may use the findings to create forums for capacity building that will support school administrators in their management strategies. The results may be utilized by organizations that train teachers to create or revise curricula on managing curriculum instruction. The Board of Management (BoM) may use the findings to enhance the instructional materials used in classrooms. The results may help primary school teachers stay current on the requirement for instructional supervision to enhance their classroom management and instruction as well as

support their professional development. Parents who are concerned about their children's academic success may find the information useful for monitoring homework assignments. The study might make the Kenyan government more aware of the problems that obstruct effective performance and lead to the development of a solution. Future scholars in the same or related domains may use the study's data.

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

A constraint is a roadblock or hurdle that could prevent a researcher from carrying out their research as planned. They are potential study flaws that the researcher has no control over (Simon, 2011). These were some of the research's limitations: Several responses lied By informing them of the study's goal and ensuring them of the confidentiality of their identity, this was lessened bias in the respondents' responses to the questions. By creating concise and understandable questions for the respondents, this was lessened. Some responders gave false information in their answers. Avoiding using a non-judgemental tone when asking inquiries helped to lessen this. Since the study was limited to a single county, careful consideration was given to any generalizations. The researcher utilized a 10% sample size because the population was fairly huge.

### **1.8 Delimitations of the Study**

Due to the fact that private primary schools are run differently, the study only included public elementary schools. The study concentrated on the impact of management strategies used by head teachers on students' performance in KCPE exams, leaving out other stakeholders like parents, the BoM, and County Education officials because they do not regularly operate in schools but still have a significant impact on students' performance in KCPE exams. Only head

teachers, teachers, and students were included in the survey, leaving out county quality assurance and standards officers who may have provided additional primary data crucial for this study.

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

The assumptions of this study were:

- i). Head teachers' experience has no effect on KCPE examinations performance.
- ii). There was good record keeping of KCPE examinations performance results' analysis by all the head teachers in public schools in Meru County.
- iii). The government of Kenya provides sufficient funds to procure teaching and learning materials in all public primary schools in Meru County.
- iv). Head teachers' level of education has no effect on KCPE examinations performance.
- v). Government policies have effects on KCPE examinations performance.
- vi). Regular presence of head teachers in their respective schools has effects on KCPE examinations performance.

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

The following definitions apply to the terminologies used in this study.

**Competency based curriculum** It encompasses a curriculum that places more emphasis on applying information, skills, attitudes, and values in practical settings than on learning content. In this study, CBC represents a change from the 8-4-4 system of education, in which teachers are required to assign their own ratings, such as excellent, good, meeting expectation, and below expectation, depending on how well a student can demonstrate a competency.

**Facilitation of teachers' professional growth** refers to the method used by head teachers in public primary schools to give teachers access to education and training opportunities in order to help them develop and strengthen their capacities. The head teachers in this study support the

development of teachers' capacities in their individual schools by encouraging them to attend seminars.

**Influence** refers to the capacity to significantly influence one or more aspects of the classroom. In this study, the head teachers are acknowledged as having some influence on the teachers in terms of positive working relationships, oversight of the execution of the curriculum, oversight of the efficient use of teaching and learning materials, and promotion of teachers' professional development.

**Management of teachers** refers to the strict management of human resources by head teachers in public schools with the goal of enhancing students' performance in KCPE exams. This is carried out when head teachers oversee instructors' efficient application of the curriculum to help students advance in the KCPE exams.

**Management Strategies** refer to the authoritative management of a school's people and material resources for the purpose of enhancing students' performance in KCPE exams. In this study, the head teachers exercise authoritative oversight over how the teachers apply the curriculum and make good use of teaching and learning resources to help students do better in the KCPE exams.

**Provision of teaching and learning materials** refers to the practice of giving students educational resources such textbooks, teachers' manuals, stationery, and revision tools to help them do better in KCPE exams. For students to score well in the KCPE exams, the head teachers in this study give pertinent teaching and learning materials.

**Public school** refers to a school that is funded by tax dollars and is run by the government of Kenya. In contrast to private primary schools, the publically funded primary schools are the focus of this research.

**Supervision of curriculum implementation** refers to the monitoring of teachers by head teachers for the attendance at lessons, professional records like lesson plans, records of work, schemes of work, lesson notes, methodologies used, marking of exercise books, and academic material taught by teachers in schools to improve students' performance in KCPE examinations. In this study, head teachers keep an eye on the instructors' use of the curriculum to help students do better in the KCPE examinations.

**Working relationship** refers to a situation characterized by mutual respect, collaboration, trust and a common goal between head teachers and teachers in schools to improve pupils' performance in KCPE examinations.

### **1.11 Organization of the Study**

The study is organized in five chapters. Chapter one forms the background to the study, statement of the problem, purpose of the study, objectives, research questions, significance, scope of the study, limitations, delimitations, assumptions, definition of significant terms and organization of the study. Chapter two presents literature review to include overview of academic performance, objectives of primary education in Kenya, general performance in KCPE examinations, relationship between head teachers' and teachers' working relationship and pupils' performance in KCPE examinations, influence of supervision of curriculum implementation by head teachers on pupils' performance in KCPE examinations, influence of provision of teaching and learning materials by head teachers on pupils' performance in KCPE examinations, influence of head teacher's facilitation of teachers' professional growth on pupils' performance in KCPE examinations, summary of literature review, theoretical framework and conceptual framework. Chapter three presents research methodology to include research design, target population, sample size and sampling procedure, research instruments, data collection



procedures, data analysis techniques and ethical considerations. Chapter four includes data analysis, presentation and interpretations. Chapter five presents summary, conclusions, recommendations and suggestions for future research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

A review of the relevant literature is included in this chapter. It carefully considers what other academics have written on the overview of academic performance, the goals of primary education in Kenya, general performance in KCPE examinations, the relationship between head teachers' and teachers' working relationships and students' performance in KCPE examinations, the influence of procurement and supervision of effective use of teaching materials, and more.

#### **2.2 Overview of Academic Performance in primary schools**

Academic performance refers to the evaluation of students', teachers', or institutions' performance in a variety of academic disciplines or the degree to which one has met short- or long-term learning objectives. Exams have long served as the primary tool for determining a student's aptitude and for making educational advancement decisions. However, many students underperform in national exams due to a variety of reasons, including insufficient or improper use of teaching and learning resources, a lack of teachers, laxity on the part of head teachers in overseeing the implementation of the curriculum, and a failure to support teachers' professional development (Wammula, 2013).

Academic achievement is still lacking in the majority of European nations, particularly among senior secondary schools (Global Monitoring Report, 2013). For instance, it was discovered that many pupils in Nigeria performed poorly on the senior secondary certificate examination as a

result of the school administrators' inadequate oversight of the teachers (Alokan, Osakinle, and Onijingin, 2013). Many teenagers in Sub-Saharan Africa were dissatisfied that they could not receive a quality education to improve their living conditions, according to a UNICEF assessment from 2011 on the situation of the world's youth. According to the report, many teenagers who transferred to secondary schools in Sub-Saharan Africa in recent years did not receive high-quality instruction that would have equipped them for further study and the workforce. Kenya's situation is similar, as it was discovered that in 2011, out of 357,488 applicants who took the KCSE, only 27% received a mean grade of C+ or higher, which was regarded as the minimal entry grade into a university (Kigotho, 2012).

Through the Free Primary Education (FPE) and Free Day Secondary Education (FDSE) programs, the Kenyan government has been working to increase access to both primary and secondary education during the past ten years (Republic of Kenya, 2012). The number of kids enrolled in elementary and secondary schools increased dramatically, according to UNESCO (2015). This may be a result of government initiatives to reduce the cost of education, including free primary and secondary school day programs in 2003 and 2008, respectively (Gura, 2015).

What causes some public primary schools to continuously do well while others consistently perform poorly on national exams? Researchers have been interested in this subject for decades. Because of this, KCPE applicants frequently have poor academic performance, which worries parents, religious authorities, public officials, and other stakeholders. The Kenyan government

views the country's underwhelming basic education institutions as a danger to both its economic growth and its ability to compete globally (Orodho, 2014).

Despite the government's efforts in education, it was found that since 2010, the academic performance of KCPE applicants has been falling (Luke and Mavis, 2014). To improve educational attainment, several nations, however, invest in school infrastructure to boost students' academic performance (Yichun, Rodney, and Lance, 2012). This is why investing heavily in education has increased as a result of nations all over the world growing worried about the futures of their inhabitants.

Kenyan national exams serve as a measure of progress at the end of the cycle. The Kenya Certificate of Primary Education examinations administered at the conclusion of eighth grade under the 8-4-4 system of education are the most significant for students, instructors, school administrators, and all other stakeholders. The national performance is used to determine how well teaching and learning were conducted that year at the county, sub-county, and school levels nationally. According to Nyagosia (2011), this performance at the individual level affects the type of secondary school a primary school graduate attends and, to a very large amount, later upward social mobility with relation to continuing education, vocations, and occupations.

### **2.3 Objectives of Primary Education in Kenya**

The goals of primary education in Kenya are as follows. Developing literacy, numeracy, creativity, and communication skills is one of the key educational goals in Kenya (MoEST, 2012). The capacity to read, write, compute, conduct research, and process information is known as literacy and numeracy. The ability to converse, listen, and follow instructions while using sign language, writing, and other forms of communication. This is accomplished by teaching elementary school students fundamental mathematical concepts and then involving them in problem-solving activities that call for the completion of simple mathematical operations, a working grasp of geometry, and estimates. By doing this, students are given the opportunity to use these concepts in everyday circumstances, developing their numeracy skills. Teachers have included play into the learning process to foster creativity, providing students the chance to be creative. Primary school teachers employ team-building exercises to help their students' human abilities, such as listening, empathy, confidence, and friendliness, increase. This has also improved communication skills. In order to accomplish this goal in their various schools, it is the duty of the head teachers to find more teachers and successfully manage them.

In Kenya, primary education also fosters a love of learning and the motivation to pursue further education (MoEST, 2012). Here, the students are given time to play the games of their choice and enjoy using learner-centered techniques. This is being accomplished in Kenyan elementary schools where teachers are instructed to foster an environment that encourages students to want to learn more. As a result, the head teachers must oversee the teachers in their performance of this function. This is in line with the findings of Onmah (2016), who discovered that the quality, regular, and ongoing monitoring of teachers by head teachers is essential to the success of any level of education.

The capacity for logical judgment and critical thinking is also developed during primary education. This is the capacity to reflect about something before formulating an idea. Critical thinking abilities enable students to plan their study, as well as supervise and assess their academic assignments, all of which improve their academic achievement (Phan, 2010). This is accomplished in Kenyan schools where instructors encourage students to reflect before providing them with the correct answers. This is accomplished through experiments as well, when instructors urge students to watch what occurs and then draw conclusions. The learners benefit from education at this level by learning to respect and value the dignity of work. This goal is accomplished by having institution leaders oversee teachers as they lecture students in courses like agriculture and home science, which assist kids develop their manual dexterity and teach them to value hard labor.

Additionally, primary education aids in the development of the learner's moral, religious, and ideal social standards (MoEST, 2012). Head teachers oversee teachers as they teach students to distinguish between right and wrong as part of their moral growth. This goal is accomplished by teachers keeping an eye on students to guarantee good behavior while they are in class. Teachers can help students build their moral character by urging them to produce their own work without plagiarizing and to always speak the truth. Children are taught how to coexist peacefully with others as part of social development. When teachers provide group projects to students and make sure they collaborate, social growth is also facilitated. Children are also taught social skills by being required to share educational materials like textbooks. Pastoral activities in schools, such as prayers at school assemblies, reinforce religious values.

Children who receive a primary education are more likely to become disciplined, physically active, and healthy adults (MoEST, 2012). This entails taking care of one's physical health and maintaining a healthy atmosphere. This is accomplished in Kenyan elementary schools by teaching students the material necessary to understand how their bodies develop and how to take care of them. As determined by Mbunde, Nyaga, Okoth, and Obae (2015), the head instructors in this situation need to ensure that their individual institutions have enough physical facilities because a lack of these may have a negative impact on students' academic performance. There are various subjects related to hygiene and the study of the human body. Physical education is another subject where students are obliged to engage in physical activities that improve their physical health and self-control. The learners' appreciation of their own and other people's cultures are also fostered through their primary education as they develop aesthetic values. This is accomplished through imparting to the students a general knowledge of Kenya's many communities. This is also accomplished in Kenyan classrooms where social studies is taught, a topic that mostly deals with the lifestyles of people. The students can now appreciate the cultures of others. This goal is also attained by making sure that the students help keep the school clean and motivating them to continue the habit at home, which also aids in helping the students understand their surroundings. Learning about and appreciating different countries and the global community is another benefit of primary education (MoEST, 2012). This gives the students the chance to learn the value of peaceful coexistence as well as to appreciate and love their own country. This is accomplished at primary schools, where students from all across the nation enroll and study together, fostering coexistence. In order to give students activities to do together and to educate them the meaning of love and its significance in their lives, it is also

accomplished when head teachers establish and take part in the technical development of their staff.

The learners' ability to develop their unique skills is also aided by primary education. When teachers compliment a student's specific action, it boosts their confidence in their ability and promotes the development of that ability (Zimmerman and Schunk, 2011). This is accomplished by introducing numerous clubs into schools, such as the debate, scientific, and music clubs, which have considerably aided in the development of students' capabilities because the students are able to identify their skills at a young age.

Additionally, this level of education encourages social responsibility and assists students in making the most of their free time (MoEST, 2012). This is accomplished by instructing the students in moral principles including how to get along with one another and respect one another. Teachers make sure that students focus on productive activities during downtime in order to accomplish this goal. Learning about and appreciating the importance of technology is facilitated by primary education (UNESCO, 2012). This is where Kenyan education helps students gain the skills and attitudes needed for industrial growth. In order to accomplish this goal in Kenyan primary schools through instructing students in diverse areas including social studies and science, head teachers must successfully monitor teachers.



## **2.4 General Performance in KCPE Examinations.**

After completing the authorized eight-year primary school course in Kenya, students receive a certificate called the Kenya Certificate of Primary school. The Kenya National Examinations Council (KNEC), a testing organization in Kenya that reports to the Ministry of Education, Science, and Technology, oversees and administers the examinations. The Kenya Certificate of Secondary Education (KCSE), which is given to pupils when they complete their secondary education, is also administered and governed by KNEC. When Kenya adopted the 8-4-4 educational system in 1985, the KCPE and KCSE examinations were launched as well (The Kenya National Examinations Council, 2016).

Mathematics, English, Kiswahili, Social Studies, Science, and Religious Studies (Christian, Islamic, and Hindu) are the subjects covered in the KCPE exams. Along with all of the religious studies, social studies also cover a little bit of Kenyan history, civic education, and the present County administration. A subject can receive up to 100 points. Therefore, each candidate has the opportunity to gain up to 500 points (MoEST, 2012). It is impossible to overstate the value of a good education, but a good education entails more than just learning to read, write, and pass tests. It is clear that society places a lot of value on grades, and it is normal practice to assess students' talents using their academic credentials (Siringi, 2014). This does not have to be the only method of rating a student's aptitude. The goal of education is to provide people the knowledge and abilities they need to function effectively in society. Testing students' abilities solely through exams is not a fair way of presenting each student's true capabilities, so academic grading is as equally important as teaching young people life skills and empowering them to identify their talents early so they can polish, package, and deliver them to the world (MoEST, 2012).

Every person learns uniquely, and every person exhibits knowledge in a unique way. In a similar vein, (Dekker, Lee, Howard, and Jolles, 2012) discovered that people learn more effectively when material is presented in their preferred learning styles. Others perform remarkably well in test-taking situations, while some people are excellent at communicating their knowledge verbally. Others, however, excel only in extracurricular activities or practical skills; these individuals should also be supported (Kenpro, 2010). Too much is based on how well a student performs on their examinations, which is unfair to those who might perform similarly with a more pragmatic approach.

Since both are a part of a complex society, highly educated people are not more important than talented people. Every parent wants their child to be successful, and as a result, many parents fall into the trap of expecting their kids to perform well in school in order to qualify for professions like attorneys, doctors, or teachers (Gicheru, 2014). Despite their good intentions, parents who push their kids too hard to succeed in school often fail to recognize their abilities. According to Mulatya, Okoth, and Mugambi (2021), head teachers' class visits can assist both teachers and students in raising academic success levels to the standards set by their parents.

Most often, rejected applicants lack the will or tenacity to pick themselves up and try again. They can, however, get through this by concentrating on their prior achievements in exams, tests, and other life obstacles, as well as the techniques they employed in those circumstances. This can encourage students by showing them that there is still hope after a test failure.

The national test is a path to success as well as a tool for future economic mobility (MoEST, 2012). In light of this, passing this exam has proven to be a significant difficulty for parents, students, teachers, and head teachers (Waweru and Orodho, 2014). It is significant to note that, in response to public pressure, some schools have developed a variety of performance improvement strategies, including extra tuition, forced repetition of classes, and recognition of teachers and students who perform better. Class repetition has been both praised and decried in educational studies, according to Wu, Hughes, and West (2010). Bushra and Qadir discovered that class repetition was a very contentious educational approach while being widely used by primary schools.

## **2.5 Influence of Head Teachers' and teachers' working relationship on Pupils' Performance in KCPE Examinations**

Working relationships between head teachers and teachers are crucial for the benefit of pupils in every educational setting. According to Cippen (2012), good relationships between head teachers and teachers are essential for helping to build teachers' talents. Such relationships, in the opinion of Louise, Leithwood, Wallstorm, Anderson, Michlin, Mascall and Moore (2010), foster a climate that upholds a sense of transparency, trust, collaboration, and school belonging. As instructors fulfill their role as the school's mission and vision's agents, this link is strengthened (Premavathy, 2010). These results support the current study's finding that the working connection between head teachers and teachers affects students' academic achievement.

The administration and control of employees is the only focus of the organizational function known as human resource management (Nzuve, 2010). The author also stated that managers must have control over all aspects of human resource management, which is made possible by comprehensive personnel policies that have been devised and documented. Khanka (2012) discovered that the usage of non-human resources is a function of the human resource. People are therefore the most important resource in an organization because they are what create a difference. Similar to students, teachers play a crucial role in education, and their management is crucial. Teachers will acquire trust, worthiness, and dedication to head teachers who are motivating and encouraging, claim Lai, Kuan, Chai, and Ling (2014).

The educational systems face difficulties in Africa, as they do in many other regions of the world, which have a direct or indirect impact on the teaching profession (Oplatka, 2007). For instance, Ogbodo and Miseseigha (2013) discovered that the caliber of instructors has a significant impact on the caliber of education in Nigeria. Quality, competency, personality, dedication, and supervision of teachers by head teachers, who are their direct superiors, have a significant impact on students' learning outcomes. According to Smith (2014), teachers' performance suffers when they have less faith in the leadership skills of their principals. Since instructors are managed by head teachers, their quality and effectiveness may have a favorable impact on students' academic progress.

Thus, leadership at work in educational institutions is a dynamic process where the head teacher is not only accountable for the work of the instructors but also actively seeks out staff members' cooperation and dedication to accomplishing school goals (Cole, 2010). Because it considers more than just the tasks to be completed and who will carry them out, leadership in that context seeks to improve performance in schools (Namatovu, Kyejjusa, and Dawa, 2013). This includes characteristics like service conditions and morale-building, coercion, and compensation. Thus, leadership takes into account both task completion, which is an organizational requirement, and employee satisfaction, which is an HR requirement (Okumbe, 2008).

Okoth (2018a) discovered that head teachers must communicate their vision to teachers in order to pique their interest and commitment to working toward objectives like performing well on national exams. If students are not directed in their use or if the instructors who direct in their use are not appropriately supervised by head teachers to implement them effectively, even if a school has all the necessary instructional materials, it will not be able to use them (Cole, 2010). Head teachers must employ interpersonal skills to resolve disputes between staff members, students, and other school stakeholders (Arnett, 2010). Therefore, when there are no problems at a school, students do well on national exams. Simiyu (2013) discovered that factors related to the school had a significant impact on students' academic achievement. The study also discovered that having qualified teachers on staff is a factor that can support strong academic success. When teachers are transferred from schools without a replacement, it has a negative impact on the academic achievement of the students (Wanyama, 2013). Klaus and Dolton (2008) observed a similar scenario in Australia and concluded that the country needed to hire at least one million teachers over the next ten years since the shortage might have a negative impact on kids' academic performance.

According to Wanyama (2013), a lack of teachers caused many educational systems to lower educational standards by hiring less-qualified teachers to fill the void, which in turn decreased the academic performance of the schools. This study aims to fill the vacuum left by previous research by examining the impact of head teachers and teachers' working relationships on students' success in national examinations. For their schools to accomplish their goals, head teachers must include teachers in decision-making. While Kagwiria, (2009) discovered that head teachers' leadership philosophies had a direct correlation with students' academic performance, Okoth (2000) concurs that schools with democratic head teachers had higher performance indices than schools with autocratic head teachers. This is in line with the findings of Kim, Liu, and Lefendorff (2015), who discovered that the more the trust between head teachers and teachers, the greater the level of cooperation, and the better the results in terms of the workplace. To transfer essential academic knowledge, head teachers must effectively communicate with teachers. Contact is important for motivating and directing workers toward achieving corporate goals and objectives, claims Stephen (2011). According to the paper, communication is also discovered to be the means by which fundamental management and administrative duties are carried out. As a result, it is likely that without efficient communication between and among school stakeholders, it would be impossible to achieve the aims and objectives of the school. Head teachers, teaching and support staff, students, and other stakeholders like parents all communicate with one another at schools. The priorities of the schools must be adequately communicated by the head teachers to all pertinent parties within the educational system. As a result, Stephen (2011) found that the main resources in schools were people, content, time, and knowledge management, and that these resources could not be used successfully and efficiently without effective communication. As a result, effective communication is essential for achieving

instructional goals in schools. For effective communication in a school setting, head teachers must first create concepts before relating those ideas to their staff and other stakeholders. The school manager is in charge of exchanging goals and practical information for the efficient functioning of the school. Additionally, it is the responsibility of the school administration to convey specific ideas and sentiments in order to strengthen everyone in the school's capacity for teamwork. By enabling staff members to affect and react to one another, according to Stephen (2011), is one of the most crucial ways for staff members to collaborate. It also helps to keep the school together by fostering a sense of community.

There is constant and varied communication going on in classrooms. The success of a school system is largely determined by the behavior of head teachers, who have particular expectations on how to behave. Staff satisfaction may be greatly influenced by the methods a head teacher runs the affairs of a school. Successful head teachers have effective communication skills that ensure that schools run efficiently, which enhances students' academic performance.

UNESCO (2012) notes that in order to effectively interact with all stakeholders at various times, head teachers need both oral and written communication abilities. Effective communication aids in behavior regulation. It offers insight to the staff on how to perform better. Making decisions is made easier, and the social demand for emotional expression is met. While written communication can be done through proposals, reports, minutes, internal memos and correspondence, newsletters, suggestion boxes, fax machines, and telex machines, oral communication can be done in assemblies.

Another crucial method of communication is nonverbal cues, such as eye contact, facial expression, posture, attire, and even the architectural layout of the classroom, which reveal the communicator's true intentions (Nwankwo, 2014). These paralinguistic factors increase the effectiveness of nonverbal communication over oral and written forms of communication. The majority of the time, teachers make sure that learning is effectively transmitted by combining oral and written communication with eye contact, facial expressions, postures, and even touching or patting students on the back when they give an appropriate response to the teacher's instruction or question.

For the benefit of the students, head teachers must get along well with the teachers at their individual schools. According to Okoth (2018a), transformational leadership involves head teachers working with teachers to establish goals and aspirations for the school. The teamwork that would arise from this partnership would boost students' academic success. Additionally, Okoth (2018b); Otieno, Matula, and Okoth (2021) discovered that in successful schools, head teachers always monitor professional records like schemes of work, lesson plans, weekly records of work, progress records, and examination analysis records in addition to guiding teachers on what should be done and how it should be done.



For any institution's students to succeed academically, teachers are extremely important. Teachers were determined to be the most important resources for the successful implementation and achievement of educational policies and objectives by Nwaka and Ofojebe (2010). To effectively fulfill their roles in motivating students to perform well on their exams, teachers in every educational setting need to be efficiently managed. The quality of teachers and instruction has long been evaluated by how well students perform academically in both internal and external exams. Reche, Bundi, Riungu, and Mbugua (2012) list unprepared teachers, high absenteeism, and intoxication as contributing contributors to the low performance. According to a report by UWEZO (2011), chronic teacher absenteeism is widely recognised as a significant barrier to the effective and long-term reform of the nation's educational system. Therefore, having a head teacher in each school undoubtedly lowers teacher absenteeism. These studies demonstrate how students' performance was affected by the management effectiveness of the schools. Ocham and Okoth (2015) concur that poor student academic performance is a result of instructors not receiving feedback on how well they are doing their jobs, which demotivates them from working harder. Delegation is a two-way process whereby a manager transfers some of their managing responsibilities and burden to subordinates (Chapman, 2012). The head teacher delegated authority to teachers to carry out the task of instructing and learning in this process. As a result, accountability is established, and staff members take ownership of successfully fulfilling the teaching and learning tasks. Delegation therefore saves time, fosters human development, produces successors, and inspires subordinates (Chapman, 2012). According to Chapman (2012), head teachers assign teaching and learning, extracurricular, and administrative tasks to teachers to ensure that they are completed effectively. The function must be closely tied to their professional preparation and expertise as the Head distribute duties and responsibility. The

current study is necessary to fill the information gap because the evaluated study does not examine the impact of instructors' and students' working relationships on students' performance in the KCPE.

In order to ensure that work is completed on time, head teachers must schedule, assign, coordinate, and supervise the work (Republic of Kenya, 2012). Studies on the reliability of school administrators' assessments of teachers' efficacy have been conducted in many different nations. For instance, Jacob and Lefgren (2006) discovered a strong association between a teacher's performance in boosting students' achievement as assessed by the value added approach and the head teacher's judgment of that teacher's effectiveness in doing so.

The TSC has only been permitted to hire new teachers to replace those who leave the service through natural attrition, those who change careers, or those who retire since the freeze on teacher hiring took effect in Kenya (Republic of Kenya, 2012). The optimum teacher-to-student ratio established by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and other international criteria is one to forty in Kenya (Republic of Kenya, 2012). Poor academic performance is eventually caused by inadequate teachers who increase their workload to the point where they are unable to instruct students properly. All students in smaller classrooms gain from the teachers' individualized attention, whereas students in larger courses lose focus as a result of the teacher giving too many instructions to the whole group (Blatchford and Bassett, 2011). As a manager of human resources, the head teacher must make sure that the school has enough instructors to support efficient teaching and learning procedures that boost students' academic performance.

Because motivation is a crucial component of every company where outcomes are valued, head teachers must inspire their staff. Ocham and Okoth (2015) also discovered that pupils' academic performance improved when head teachers acknowledged instructors' accomplishments. As a result, motivation in schools matters to staff members as well as students, whether directly or indirectly. According to Gitonga (2012), one of the problems affecting academic performance includes teachers' lack of motivation, which has a detrimental effect on students' academic performance. According to Ayeni (2011), motivation can also be defined as putting forth the necessary effort to complete a task. The fundamental tenet of motivation is founded on a person's aptitude (Agebure, 2013). This principle states that no task can be successfully completed unless the person picked to complete it has sufficient actionability. Additionally, no study examined the impact of the working relationship between head teachers and teachers on students' success in national exams.

According to UNESCO (2012), teachers functioned well when they had the following assurances: a wage, a secure position, regular meetings with the head teachers, a sense that their work was valued, and empathetic support when dealing with issues. In order for teachers to consult them whenever necessary, head teachers in public elementary schools must be accessible in their respective settings. The Ministry of Education Science and Technology (2012) lists a few strategies that head teachers might use to address the motivating needs of their staffs:

- Giving teachers a chance to attend in- service training and other activities.
- Delegating important responsibilities such as chairing subject panels.
- Inviting role models to talk to teachers, students and support staff.

Therefore, an enabling environment must be established to encourage motivation. To create the necessary climate, the senior management team frequently needs to take proactive measures. Usaini and Bakar (2015) discovered that schools with enough facilities, qualified teachers, and a welcoming environment had an impact on students' academic performance in their investigation of the relationship between school environment and secondary school students' academic performance in Kuala Trengganu, Malaysia. The goal of the current study was to determine the impact of the working relationship between head teachers and teachers on students' KCPE performance.

According to Olaleye (2011), there is a correlation between the traits of instructors, including their subject-matter expertise, interpersonal skills, and level of interest in their work. The head teachers' responsibility for ensuring that there is a suitable number of instructors in schools so that students can succeed academically is not mentioned by this researcher, though. The Ministry of Education, part of the government, is in charge of making sure there are enough teachers to reduce the weekly workload of instructors. However, in order for the Commission to have a thorough understanding of the school's Curriculum Based Establishment (CBE), the head teachers must be diligent in gathering and sending reports to the TSC. But many head teachers struggle to control the faculty in their particular schools, necessitating the necessity for a study to look at how the collaboration between head teachers and teachers affects students' performance in KCPE examinations.

According to Mosha (2017), one of the prerequisites for the successful implementation of Competence Based Curriculum (CBC) is the presence of qualified instructors who have a wealth of relevant knowledge and abilities. Teachers' ways of thinking and functioning must alter as a result of the transition to CBC from content-based curriculum. This is so because teachers act as 'filters' through which the required material is put. Therefore, it is vital to provide instructors with the skills they need to manage the new teaching paradigm in light of the need for changes in instructional approaches (Woods, 2008). The teacher implementing the new curriculum must be mindful of the expansion of their duties that are concentrated on the connections made between the curriculum and the students throughout the delivery of instruction (Mundia, 2017). The current study was necessary since these authors did not adequately address how head teachers and teachers' working relationships affected students' performance in the KCPE examinations.

Teachers play a crucial part in the implementation of any curricular reform, making them the agents of change. Any learning institution's head instructors should supervise their staff to enable them to interpret, adapt, and even put reforms into effect (Utomo, 2005). This is so that teachers can fulfill the CBC's requirements for them to be professional, knowledgeable, and competent in their work, especially when it comes to carrying out school curricula. Teachers become crucial components in raising educational standards if they are informed about and familiar with the CBC. In agreement with this, Sudsomboon (2010) discovered that the instructors' ability to transition from being "knowledge transmitters" to "coaches" and instructional designers is crucial to the success of CBC. Teachers must choose their teaching tactics carefully in order to prevent monopoly in the classroom and move to being facilitators

in order to enable learners to participate and interact with knowledge with little guidance in order to switch from a content-based curriculum to a CBC (Kafyalilo, 2012). A solid choice of variety in pedagogy, especially under the CBC, is crucial for effective teaching and learning. As a result, teachers need to be highly skilled at implementing the teaching techniques required to ensure that students learn effectively (Kafyalilo, 2012).

## **2.6 Influence of Supervision of Curriculum Implementation by Head Teachers on Pupils' Performance in KCPE Examinations**

Head teachers in schools engage in a variety of activities related to supervision. Kimeu (2010) discovered that if head teachers fulfill their responsibilities for instructional oversight, schools would experience overall good performance. Checking students' notebooks to make sure class notes are taken is one of these roles. Additionally, they must make sure that assignments are distributed, graded, and revised. As a professional necessity, they force teachers at their various schools to attend classes in order to carry out their instructional responsibilities. According to Moraa (2010), head teachers must be objective when observing lessons and provide the teachers being evaluated with prompt and fair feedback so they can enhance their delivery. According to Firestone and Rien (2008), examining students' notes does not have a significant impact on their performance. They discovered that reviewing students' academic records has a moderating effect on teachers, learning activities, and school administration that promotes good performance.

According to Sindhi (2013), school officials in India must create a suitable quality assurance framework for their institutions and continually assess the effectiveness of curriculum implementation. Depending on the school's culture, this is typically done every month or every term. Thus, using this strategy makes managers and teachers more conscious of their roles, which undoubtedly helps students perform better academically.

In order to evaluate teachers as they carry out their pedagogical duties, head teachers must regularly visit classrooms. School managers must engage in live observation of teachers and analyze their classroom practices, pedagogical skills, personalities, and interactions with students as the lesson progresses (Panigrahi, 2012). The formal technique involves direct contact between the supervisor and the teachers. The study of the post-observation conference helps the teachers develop and allows them to provide comments.

For students' academic success, the head teachers' oversight of instructors' instructional planning is crucial. While teachers carry out their instructional responsibilities, head teachers must visit classrooms. Fischer (2011) claims that there are three types of classroom visits used to monitor teachers: walkthroughs, informal class observations, and formal class observations. A walkthrough is a brief period of observation that lasts a minute or two and gives a rapid overview of the classroom's surroundings and the performance of the teachers. Unannounced visits lasting more than ten minutes are considered informal visits. The practices of the teachers are observed and recorded during such visits. A formal visit, however, is one that has been scheduled and lasts for the predetermined period of time.

The head teacher must frequently review the lesson plans, schemes of work, and records of the instructors' grades. According to Ngunjiri (2012), teachers are required to create and maintain a variety of professional records, including lesson plans, record of work progression record books, attendance registers, and schemes of work. A scheme of work is an action plan created by teachers as part of their pre-teaching preparation, according to the Republic of Kenya (2012). It is a distillation of the syllabus's themes into manageable teaching units. It displays the pertinent teaching and learning activities for a certain lesson as well as what is to be taught at any given time. The heads of institutions must therefore routinely check that teachers are following the curriculum in terms of scope, depth, appropriateness of teaching and learning resources, and intellectual level of learners.

The purpose of a head teacher's visit to a classroom is to motivate teachers to be enthusiastic about their job and to help them build problem-solving abilities by allowing them to identify issues during supervision (Ngunjiri, 2012; Mulatya, Okoth, and Mugambi, 2021). Head teachers' oversight of teachers' work is one way that effective leadership is present. For instance, in the majority of high-performing schools, the head teachers observe lessons while sitting in the classroom and make notes about what they observe that they later discuss with the instructors in staff rooms. The head teacher regularly examines a sample of the assignments completed by students to determine the degree to which teachers are imparting the necessary knowledge. The lesson plans and work schemes that teachers have created are also reviewed and approved weekly by the head teacher. There is no doubt that this practice would improve the students' academic performance.



However, Nyamongo, Sang, Nyaoga, and Matoke (2014) discovered that the head teacher needs to have a clear specification of goals and aims in order to carry out supervisory activities. They also discovered that the majority of head teachers did not have goals and mission statements to direct their schools. They discovered that 80% of all the head teachers questioned had not attended any lessons, making them unaware of what was happening in their classes. Instead, they had been waiting for the results of the final KCSE exams, which caused their schools to receive low marks. Thus, this review study agrees with recent studies in that head teachers who fail to oversee instructors as they apply the curriculum in the classrooms are a major cause of students' poor academic achievement.

The TSC launched the Teacher Performance Appraisal and Development (TPAD) and Performance Contract (PC) for teachers and principals in post-primary institutions, respectively (TSC Image, 2017). The PC and TPAD are performance management systems designed to raise teaching standards, which in turn enhances student learning in classrooms. The process of creating and signing a performance contract begins at the conclusion of the third term, claims the TSC Corporate Communications Division (2016) on performance management. The heads of institutions review the accomplishments of the previous year's goals and carry over any unmet goals to the coming year. They then set new goals in accordance with the predetermined performance criteria, consult with the appropriate TSC County Director, and arrange for the execution of performance contracts. Every teacher employed by TSC has their performance evaluated in accordance with the goals set forth in the performance contracts their principals and head teachers signed for their respective schools (TSC Image, 2017).

According to TSC Corporate Communications (2016), leaders of institutions must first discuss goals with their respective TSC County Directors of Education before agreeing to a performance agreement. The TSC Handbook (2015) states that teacher performance appraisal and development is a freely negotiated agreement between the TSC, acting as the manager of the teaching force in public schools, and the teachers, who are the employees, for measuring performance against predetermined performance targets. A teacher's performance is monitored and evaluated at the school level using a process known as teacher performance appraisal and development, which includes setting performance goals, assessing performance on a regular basis, providing feedback on evaluations, assessing performance based on consultations, gathering performance data, rating performance, identifying performance gaps, and planning for teacher development and support initiatives. The TSC Image (2017) states that one of the advantages of teacher performance appraisal and development is that it serves as the foundation for the reward system, which includes deployment to higher-ranking roles like Heads of Department (HoD), Deputy Headship, and Headship. The open appraisal systems helps to promote better understanding of personal strengths and weaknesses in relation to expected performance targets; It improves communication and enhances feedback between the teachers; It enables TSC to improve performance in every learning institution in accordance with the vision of being an institution of excellence in providing efficient and effective service for quality teaching. According to the TPAD Manual (2016), the TSC shall take disciplinary action against any teacher who refuses to discuss or sign the appraisal report with the supervisor or who fails to complete and submit the report to the supervisor. According to a study by Agyare (2016), an employee's commitment to appraisals depends on their input into the creation of the appraisal tools and the clarity of the aim of the process. Employee goal-setting will create a forum for

knowledge sharing on developing effective metrics and objectives for the tool (Kim and Holzer, 2016). According to Hult and Edstrom (2016), teachers did not have an issue with self-assessment because it allowed them to enhance their instructional techniques in addition to boosting their motivation throughout the evaluation. Regarding the implementation of policies like performance contracts and teacher performance appraisal and development, there have been disagreements between TSC and teachers' labor unions. For instance, the secretary general of the Kenya National Union of Teachers (KNUT) expressed dissatisfaction on behalf of the union in a letter to the cabinet secretary for education regarding the policy's fast implementation without addressing important stakeholders (Daily Nation, 27th December 2017). Employees may hesitate to take feedback, according to Adler (2015), particularly if they feel unfairly judged. Therefore, for any policy to be successfully implemented there needs to be consultation between the teachers and the TSC. Teachers stated that external evaluations had unclear objectives and required too much time to complete, according to Hult and Edsrom (2016). The majority of the teachers noted how the excessive amount of paper work has worsened their workload. One of the most important elements that affect students' academic achievement is the supervision of the curriculum's execution by head teachers. Academic performance is higher in private schools due to excellent supervision of curriculum implementation by head of institutions, according to a study done in Ghana by Okeyerefo, Fiareh, and Amptey (2011). As a result, good supervision enhances classroom instruction and learning. However, in certain public schools, the situation is different. Because of poor oversight by institution heads, the investigation revealed that some teachers in public schools departed classrooms at whim without responding to their tasks. When there was less oversight, the teachers had more freedom to do as they wanted (Okeyerefo, et al., 2011), which led to improved academic performance (Otieno, Matula, and Okoth, 2021). The

current study looked into how supervision affected students' performance on the KCPE exams in Meru County. According to a research by Musungu and Nasongo (2008), head teachers monitored teachers' work by looking over records such lesson plans, work schemes, records of work completed, attendance records for classes, and clock-in/clock-out registers. Although many head teachers verified professional documents, Okoth (2018a) observed that some did not supervise this responsibility while others assigned it to the deputy head teachers. These examined papers, however, differ from the current study since they do not mention the outcomes of head teachers' involvement in instructional leadership. However, the current study aimed to determine the impact of head teachers' oversight of curriculum implementation on students' performance in the KCPE examinations in public primary schools in Meru County. But the current study aimed to close this information gap. By precisely comparing the top 20 performing schools with the 20 non-performing schools from the lowest group, Njuguna, Waweru, and Nyagosia (2013) conducted research on the determinants impacting academic achievement in public secondary schools in Central Kenya. They discovered that more frequent internal supervision by head instructors resulted in greater academic performance from students. This required appropriate instruction and review, close monitoring of instructors' and students' performance, an appropriate testing policy, covering of the curriculum, teacher induction programs, and team development. In the same context, Wanyama (2013) discovered that school leaders have a significant impact on students' academic success since they serve as the central hub for all significant school operations and are in charge of all resources that may have an impact on students' performance. These examined studies support the current study, which aims to determine the impact of head teachers' oversight of curriculum implementation on students' KCPE performance in Meru County's public primary schools. The success of any level of education depends on the high-

quality, consistent, and ongoing supervision of instruction by head teachers, according to Onmah's (2016) research. A head teacher must ensure that curricular instruction and assessment are in line in order to be effective. The head teachers must, however, keep an eye on the instructors' attendance at school, especially in their designated classrooms. This is due to the possibility that some teachers may opt to miss class without informing the school administrator. Reche, Bundi, Riungu, and Mbugua (2012) discovered that the majority of teachers missed school, which had a detrimental impact on students' academic performance, as one of the causes contributing to poor performance on the Kenya Certificate of Primary Education in the Mwimbi Division of Tharaka Nithi County. These results are consistent with a World Bank (2015) research that claims that up to 20% of Kenyan teachers are absent from work. Furthermore, none of the analyzed studies examined the impact of head teachers' oversight of curriculum implementation on students' KCPE performance in Meru County's public primary schools. Head teachers need to regularly review teachers' professional records because they are the primary quality assurance officers. However, Kiamba (2011) discovered that the majority of instructors create their professional records in a hurry just before receiving external supervision and rarely refer to those records in the future. This suggests that external school oversight is generally lax and needs to be enhanced in many public primary schools. While (Musungu and Nasongo, 2008) conducted research into the instructional role of the head teachers in the academic accomplishment in the KCSE in the Vihiga District of Western Kenya. They discovered that 80 percent of principals in high-performing schools reviewed lesson plans, work schedules, and attendance records. These examined researches are closely related to the current study, which aims to ascertain the impact of head teachers' oversight of curriculum implementation on students' KCPE performance in Meru County's public primary schools. Head teachers should

watch over teachers while they evaluate students and make sure that students are given uniform exams at all levels. According to Sudha (2018), it's critical to give instructors the skills they need to create reliable assessment rubrics. In a different study, Brookhart (2014) discovered that teachers need to be capable of creating evaluation rubrics that do much more than merely grade or score students. Teachers should reflect on each student's degree of achievement in the competency-based curriculum, and focus areas should be identified for each student individually rather than collectively. Teachers must choose their own ratings, such as excellent, good, meeting expectation, and below expectation, based on how well a student can demonstrate a competency, in order for CBC to be implemented successfully.

Kelly (2011) proposed a paradigm shift to assessment that is embedded in several stages of education in order to facilitate the implementation of CBC. Through the use of assessment rubrics, teachers can gather proof that a student has acquired a particular competence from both formal and informal learning contexts, including observation, questioning, extended work, peer and self-assessment discussions, demonstrations, projects, performance, and creation of effective criteria and rubrics (Jengere, 2017). However, none of these researchers mention the impact of head teachers' oversight of curriculum implementation on students' KCPE performance.

Internal instructional supervision has been found by Muriithi (2014) to increase teachers' assessment and evaluation skills, which in turn influences curriculum implementation and raises students' academic achievement. Ngunjiri (2012) contends that it is time for the head teachers to be held responsible for teachers who improperly apply professional documents. These are the documents that educators use for planning, carrying out, and reviewing the teaching and learning processes. They consist of instructional plans, work records, work schedules, and progressive records. These reviewed studies are therefore closely related to the current study, which aims to ascertain the impact of head teachers' oversight of curriculum implementation on students' performance in the KCPE examinations in public primary schools in Meru County.

## **2.7 Influence of Provision of Teaching and Learning Materials on Pupils' Performance in KCPE Examinations**

Isola (2010) asserts that instructional materials are crucial and important instruments required for subject teaching and learning in order to increase teachers' effectiveness and raise student achievement. Chalkboards, graphic visual aids including charts, graphs, posters, maps, and globes are among the initial categories of instructional tools. The second category includes printed materials, art and craft supplies, audio and video tapes, overhead projectors, film, film strips, and slides. The availability and use of teaching and learning materials determines whether a teacher's instructional performance is successful or unsuccessful (Osakwa, 2016). Most public primary schools in Kenya suffer from a lack or scarcity of these resources, and occasionally head teachers are at a loss on how to meet the demands in their particular schools. As a result, having enough teaching and learning materials affects how well students perform in school.

The public generally believes that issues like insufficient and unsustainable teaching and learning resources are the main reasons why education standards in public schools are declining (GoK, 2010). This is mostly due to the fact that instructional materials are fundamental tools for teachers and that having access to them is essential to provide students with high-quality education. According to Wanyama (2013), department heads are authorized by heads of institutions to coordinate the purchase of school supplies, resources, and equipment, among other facilities, in accordance with the policies of the Ministry of Education, Science, and Technology. The evaluated studies concur with the current study since they highlighted the function of head instructors in the acquisition of instructional materials.

In accordance with UNAIDS (2012), the Republic of Rwanda is committed to increasing infrastructure, providing equipment that complies with established standards, as well as learning materials. However, this goal has not yet been fully achieved (Benjamin and Orodho, 2014). According to Lowe (2009), students should be given the freedom to learn in a method that fits their personal learning style. Students should be given the chance to use the learning tools that best fit their learning styles to conduct their own learning. According to the author, students can perform better if their classroom is well-organized and gives them ample area. The roles of head teachers in the provision of teaching and learning materials to support students' academic success, however, are not made obvious by the evaluated studies. The shortage of teaching and learning materials, according to research by Okongo, Ngao, and Wesonga (2015), impedes the implementation of educational programs.



Atieno (2014) also highlighted the importance of teaching and learning materials for instruction and noted that they shouldn't be overused. However, a lack of openness and accountability drives up education costs overall and denies instructors and students with the necessary tools for instruction. Accountability and openness are required in government procurement because of the enormous sums of money involved and the fact that these funds are raised from the general people (Hui, Othaman, Normah, Rahman, and Haron, 2011). Every public elementary school must have a functional procurement committee in charge of evaluating and obtaining high-quality and timely instructional resources. However, there exist procurement management deficiencies in the majority of public elementary schools, particularly in rural parts of Kenya, which call for immediate attention from those responsible (Kuria, 2013). To ensure accountability and transparency, all resources and materials that have been accepted for purchase should be noted in the minute book for the committee that chooses the teaching and learning materials as well as countersigned by the head teachers and deputy head teachers for purchasing (MoEST, 2012). Therefore, the evaluated research concurs with the current study, which aimed to ascertain the impact of teaching and learning resources on students' KCPE performance in Meru County's public primary schools. One of the most troubling issues facing educational practitioners, according to Ayaga (2010), is choosing the best resources from among numerous possibilities. The report goes on to say that there are numerous interaction aspects that make the choosing process difficult in any learning or teaching environment. Ample teaching and learning tools allow students real-world experiences that can aid in more clearly selecting learning topics. Momoh (2010) discovered a strong correlation between academic achievement and instructional resources in West Africa. The study also discovered that schools with higher resources outperformed those with inferior resources. For increased student academic achievement, head

teachers in public primary schools must be particularly concerned with the supply of teaching and learning materials. The amount and quality of learning is significantly influenced by students' access to teaching and learning resources, according to the Global Monitoring Report on Education (GMRE) for all (UNESCO, 2012). Lack of teaching and learning resources is one problem that is linked to poor financial management in schools that contributes to students' poor academic performance in KCPE exams (Kuria, 2013). In actuality, the quality of education as determined by students' performance has a direct correlation to physical amenities. This suggests that principals should make sure their institutions have the teaching and learning tools necessary for strong academic achievement. Students' academic performance is positively impacted when physical facilities are used, while academic performance is negatively impacted when similar facilities are not used. According to Hussain, Ahmad, Ahmad, Suleiman, Din, and Khalid (2012), schools with proper physical infrastructure do better academically. However, for these resources to have an effect on students' academic performance, head teachers must oversee their use. By ensuring that the classrooms are set up appropriately, one can improve learning by providing an environment that is conducive to learning. A positive work atmosphere motivates teachers to do their best work, which raises academic achievement among students in Nandi County, according to Arusei, Chepkonga, and Okoth (2023). According to Hussain et al.'s (2012) viewpoint, the classroom environment enhances the teaching and learning process, leading to academic success as opposed to situations in which there are no amenities. However, setting up classrooms well won't help if teachers don't take personal responsibility for being there and using the available resources for teaching and learning effectively. According to Mbunde, Nyaga, Okoth, and Obae's (2015) research, schools with adequate teaching and learning facilities had superior KCPE outcomes. However, it is necessary to reiterate that schools where head teachers carefully

oversaw the use of such facilities had better KCPE outcomes. Teachers must therefore use hands-on activities to make learning more vivid, rational, realistic, and pragmatic in order to ensure effective teaching and learning (Akinleye, 2010). However, when students feel uneasy in the classroom, it affects their academic performance since there is a communication gap between the teacher and the students. Therefore, inadequate school facilities can have a significant impact on both instructors' effectiveness and kids' academic success. According to Abdu-Raheem (2012), the lack of and inadequate quality of instructional resources is to blame for the inefficiency of the educational system and the subpar performance of students in classrooms. The argument is that having the appropriate amount of teaching resources on hand helps students learn more effectively. However, the success of students may not always be ensured by the quality of the teaching materials alone. To accomplish the required goals, teachers must make appropriate use of these resources. Eke (2010) discovered that educational resources help students understand abstract concepts by making them concrete. Furthermore, none of the analyzed studies examined the impact of head teachers' provision of instructional materials on students' performance in the KCPE. The lack of pertinent teaching and learning resources resulted in poor academic performance among pupils, according to Laurillard's (2013) study on efficient teaching and learning technology in Botswana. The study also discovered that a lack of pertinent text books and other print materials, such as magazines and handbooks, has a significant negative impact on students' academic progress. The Ministry of Education and Skill Development was promised a majority share of both the development and recurrent budgets by the Botswana government (Matambo, 2013). However, despite all of the government's efforts, academic achievement among pupils has been dropping since 2010 (Luke and Mavis, 2014). These studies do not, however, specify whether the funds spent by the Ministry of Education and

Skill were used to buy instructional materials or how these resources were employed in educational institutions to the advantage of students.

Akinsanya (2010) found that physical facilities like laboratories and libraries were inadequate, which had an impact on students' performance, in a study to ascertain the influence of differential distribution and utilization of material resources on students' performance in state-owned and federal schools in Ogun State, Nigeria. Physical facilities, according to Akomolafe and Adesua (2016), refer to the school buildings, including the classrooms, restrooms, offices, and other infrastructure that would encourage children to learn. According to the study, physical facilities can affect students' academic performance in two ways: positively if they are available, sufficient, and used efficiently, and negatively if they are not. Despite being comparable to the current study, the examined studies do not adequately address the role of head teachers in the provision of teaching and learning materials. According to a Transparency International (2010) research, about one in five students lacked the essential learning tools required for full participation in class activities. According to data from the Southern Africa Consortium for Monitoring Education Quality (SACMEQ, 2013), only 78% of standard six (6) students had at least one exercise book, a pencil or pen, and a ruler in 2007. In other words, almost one in five students does not possess all the fundamental learning materials that are thought to be required for productive participation in classroom activities. These studies do not, however, outline the function of head teachers in the provision of instructional resources. In order to determine the effect of head teachers' supply of instruction and learning materials on students' success in the KCPE in public schools in Meru County, it was imperative to conduct the current study.

Juma (2011) made a connection between exam results and the quality of the teaching and learning materials available in schools. According to the report, pupils from disadvantaged homes underperformed on exams because their communities' schools severely lacked essential resources like classrooms. The results of the study showed a direct correlation between physical facilities and student performance-based measures of educational quality. This study supports ongoing research that aims to determine how head teachers' purchases of instructional materials affect their students' KCPE achievement. This suggests that the heads of schools must make sure their institutions have the necessary tools for instruction and learning, as these resources have an effect on student achievement.

The World Bank (2012) study states that funding for educational resources was allocated based on the number of students enrolled in the school and was based on a unit cost of 650 Kenya shillings per student per year. Instructional resources included textbooks, stationery, teaching aids, manuals, reference books, chalks, dusters, and additional reading material for the instructors in the context of the Free Primary Education Support Project (FPESP) (World Bank, 2012). Administrative offices, schools, libraries, shops, computer labs, and playgrounds are among the additional facilities. For the sake of the school's performance, it is crucial that the head teachers see to the proper procurement and management of teaching and learning resources. Teaching and learning materials are important since they aid in enhancing clarification for a better grasp of more complex concepts, claims Wanyama (2013). The study also discovered that when teachers were doing pedagogical activities, pupils were more likely to pay attention when they were using instructional tools like radios and instructive films.

Olaniyan and Ojo (2008) discovered that a problem impeding the successful use of early technology in Nigerian secondary schools was a shortage of textbooks and instruction manuals. This is in line with the findings of Lyons and Macral (2012), who discovered that efficient teaching and learning depend on the availability of appropriate resources like books, labs, library materials, and other visual and auditory teaching aids that enhanced strong performance in the national examinations. However, the importance of head teachers in relation to teaching and learning materials is not highlighted by the examined studies. Therefore, the goal of the current study is to determine how students' performance in the KCPE in public schools in Meru County is influenced by the teaching and learning materials provided by head teachers. Despite the government's substantial investment in Kenyan schools through F.P.E funds, Jeptanui (2011) determined that the educational resources there were insufficient. Notably, the effects of free day secondary education led to the anticipated rise in enrollment in the first year of implementation, which immediately put a strain on the supply of teaching and learning resources like teachers, classrooms, and instructional materials (Gatende, 2010). However, this jeopardizes students' equal access to resources. One of the reasons for low academic performance in Kenyan public primary schools, according to Kenpro's (2010) research, is a lack of supplemental reading materials. However, these studies do not demonstrate how teachers made use of the tools for teaching and learning to raise students' academic performance. Nevertheless, the current work is necessary to close this information gap. Numerous studies have shown that secondary schools around the world lack basic physical infrastructure and material resources. For instance, the World Bank (2012) found that textbooks and school libraries in secondary education in Sub-Saharan Africa were not only insufficient but also unevenly distributed between rural and urban schools which have an impact on academic achievement. In a similar vein, Baerwald (2010)

discovered that instructional materials helped teachers decide what to teach and how to teach it. The survey also revealed that most teachers did not possess a thorough understanding of the subjects they taught, and as a result, they frequently needed assistance in selecting the crucial ideas and practices to include in the lesson plan. A 100% transfer from elementary to secondary education was a bold policy choice, as Chabari (2010) discovered that once secondary education became free, the average student population in schools continuously climbed, resulting in congested classrooms. The role of the head teachers in the acquisition of instructional and learning materials, which are crucial components for students' achievement in the KCPE, was not examined in any of the research analyzed hence this information gap was undoubtedly covered by our study.

Owoeye and Yala (2010) discovered that the primary function of a school library is to make books accessible to the students because the educational process takes place in a world of books. The survey also discovered that the library serves as a valuable resource for all aspects of a school and plays a key role in any educational system. In a different study, Karimi (2011) discovered that strong school libraries gave students more reading options, which in turn helped students' reading comprehension, writing clarity, and performance in all other disciplines of the curriculum.

Kangethe (2011) discovered that there were ineffective teaching and learning processes as a result of the lack of suitable teaching and learning resources in the study on problems of teaching and learning materials in public secondary schools. The researcher also discovered that many times there were not enough finances to buy teaching and learning resources. Similar to this, Ashioya (2012) found that libraries were not prioritized in secondary schools and continued to be disregarded as an essential component of the educational system in a study on factors affecting library use in secondary schools. The study also showed that it was crucial to remember that instructors, who serve as the facilitators in the use of physical and material resources in teaching and learning, needed to know how to use these materials when they were easily available and improvise when they weren't. The function of the head teachers in acquiring teaching and learning resources for the benefit of the students, however, is not well covered by the examined research. Therefore, this knowledge gap was filled by the current study.

Adeoye and Papoola (2011) contend that in order for learning to occur, students must have access to the required knowledge, tools, and resources. The study also discovered that in order for students to function at particular levels academically, they needed to engage with both tangible and ethereal resources. According to Onyara (2013), inadequate teaching and learning facilities were to blame for pupils' poor academic achievement. The survey also discovered that nearly half of the head teachers seldom ever looked at the instructional materials utilized by teachers, which contributed to their students' poor academic performance. However, none of the analyzed research examined the impact of head teachers' purchases of instructional materials on students' KCPE performance in public primary schools. The current study filled this information gap as a result.



According to a study by Akinsanya (2010), insufficient physical facilities like laboratories and libraries affected students' academic performance in state-owned and federal schools in Ogun State, Nigeria, due to differences in the distribution and utilization of human resources. Teachers must therefore use hands-on activities to make learning more vivid, rational, realistic, and pragmatic (Akinleye, 2010) in order for teaching and learning to be effective. These previously evaluated studies are different from the current study because they do not highlight the role of head instructors in the acquisition of instructional materials for raising students' academic performance. The responsibility of mobilizing resources to improve curriculum implementation in their schools must fall on the shoulders of the head teachers. The execution of educational programs depends heavily on instructional materials (Otunga, Odero, and Barasa, 2011). The MoEST, the community, and other organizations should be tapped for all available resources by the head teachers. In their respective schools, they should make sure that instructional resources are utilized properly and completely. According to Nyamwamu (2010), a school that is adequately staffed allows teachers to prepare for pedagogical processes prior to attending classrooms. If only these teaching and learning tools are available in their particular schools, this also entails creating teaching aids for each lesson. These studies support the findings of the current study since they highlight the importance of the head instructors in the selection of instructional materials. According to Lyons (2012), institutions with adequate teaching and learning tools such as books, charts, and maps as well as audiovisual and electronic teaching aids like radios, tape recorders, televisions, and video tape recorders had a higher chance of doing well on examinations than those with inadequate resources. Thus, it is necessary to conduct this study to determine the impact of head teachers' purchases of teaching and learning materials on students' performance in the KCPE. Poor academic performance may therefore be linked to a

lack of sufficient and underutilization of teaching materials and equipment. Oyugi and Nyagah (2010) evaluated the impact of instructional materials on the adoption of inclusive education in pre-school facilities in the Nyamira North Sub-County of Kenya by stratified random sampling, the study selected 134 early childhood educators, 270 early childhood parents, and 12 education officers by census sampling. According to the study, community involvement and regular teachers for both ordinary students and students with special needs were necessary for adequate and proper use of teaching and learning resources, which had an impact on academic performance. Stationery and teaching aids had an impact on students' performance, according to a study by Yara and Otieno (2010) on teaching and learning materials and academic performance. The results are in line with a UNESCO (2012) report that suggested that instructional materials, including textbooks, teaching aids (such as chalk and chalkboards), and stationery, may have an impact on students' academic achievement. These examined researches, however, did not evaluate how the head instructors were involved in the acquisition of instructional materials to affect students' academic performance in public schools. Onyara (2013); Mbunde, Okoth, Nyagah, and Obae (2015) discovered a direct link between the performance of the pupils and the accessibility of physical school amenities in Kenya. This is in line with the findings of Mwangi and Nyagah (2011), who discovered that effective teaching and learning activities were a result of the presence of school buildings and other suitable plans, which contributed to strong academic achievement. High academic success can also be attained by providing a comfortable environment and other physical amenities like restrooms and playgrounds. In a study by Wanyama (2013) on the school-based variables affecting students' performance at the Kenya Certificate of Secondary Education, it was discovered that students' attitudes toward education had an impact on their academic achievement. The study also

discovered that students' academic performance was influenced by school administration and the availability of physical amenities including classrooms, laboratories, and dorms. In addition, none of the evaluated research clearly outlines the role of head instructors in the acquisition of instructional materials, which unquestionably affects students' academic achievement. Mungai (2010) discovered that schools in the Division lacked enough physical amenities in a research on improving internal efficiency in elementary schools in Kandara Division of Muranga South District. The survey also revealed that there weren't enough restrooms and that classes were packed. It is implied that some students learned while standing and became worn out fairly early in the day. This reduced the effectiveness of their learning and had a detrimental impact on their performance. The survey also found that most head teachers lacked knowledge of how to handle resources, particularly those that were projected. The report suggests that the government hold ongoing in-service training sessions on resource management in public elementary schools. In a competency-based curriculum, students are expected to interact with teaching and learning materials and create meaning from them. In this way, they are seen as active creators of knowledge rather than passive consumers of it (Barman, 2011). In order to create achievable expectations and select instructional resources that can accommodate students with varying abilities, head teachers must encourage teachers to have significant knowledge, skills, and capacity to communicate with all of the students (Zeiger, 2018). However, none of these researchers examined how head teachers' purchases of instructional materials affect their students' KCPE performance. For the aim of having successful teaching and learning, instructional materials are the fundamental channels of communication in the classroom (Mundia, 2017). Therefore, making improvements to students' academic achievement permanent requires using instructional tools and digital gadgets efficiently. Two-dimensional items like

photographs, drawings, graphics, posters, and books can be used as teaching resources. In addition, they could be actual items, models, or audio-visual aids like television and video (Ezekiel, 2014). Teaching and learning resources should be employed throughout lessons to enhance learners' competencies rather than using antiquated techniques where the teacher assumed a superior position. In a competent-based curriculum, the teacher should now take on the function of a coach or facilitator (Duffy, 2007). However, a teacher's participation in developing an active learning environment and in making plans for different teaching and learning resources matters (Postholm, 2007). The current study is needed to fill this knowledge gap since previous research did not adequately address the impact of head teachers' purchases of instructional and learning materials on students' performance in the KCPE. In a different study, Wanderi (2011) examined the obstacles to the efficient use of resources in teaching and learning and discovered that the nation lacked adequate physical facilities and space. According to the study, learning was particularly inefficient in laboratories because there was a severe lack of basic equipment and many students shared what was available. The study also urges the government to increase funding for physical facility improvements at all of the nation's schools. The head teacher is in charge of making sure that the instructors have access to the necessary teaching and learning resources so that they can carry out their instructional responsibilities effectively. Therefore, research is required to determine whether the purchase of teaching and learning materials by head teachers affects students' academic achievement.

## **2.8 Influence of Facilitation of Teachers' Professional Growth by the Head Teachers on Pupils' Performance in KCPE Examinations**

According to Panigiram (2012), professional growth is the process through which individual instructors receive training and re-training through lectures, conferences, workshops, and seminars in order to increase their efficiency, effectiveness, and self-assurance in the classroom. Other academics, however, have outlined professional development in a different way. For instance, Ocham and Okoth (2015) described staff professional growth as an opportunity for the staff to update and improve their skills, knowledge, and credentials in order to be adaptable to their position. There are thus numerous ways for head teachers to support teachers professionally for the benefit of the students. According to Stocklin (2010), capacity building for teachers is a systematic process that involves exposing educators to intellectual activities specifically created and intended to develop and update their knowledge to the classroom activities that have a positive impact on the students. In many ways, a leader's involvement in the planning, development, and implementation of a staff development program will determine its success. According to Raja, Furqan, and Khan (2011), training and development have risen to the top of the organizational priority list because they improve employee and organizational productivity. The head teacher must actively participate in the management of a professional staff development program for it to be successful. Therefore, a head teacher's role in supporting teachers' professional development is essential for students to achieve academic achievement. In Kenya, the standard of education has frequently come to light as a significant problem (Republic of Kenya, 2012). In order to perform their educational responsibilities more effectively, instructors must take in-service courses. According to Peter (2011), the type of teachers who are instructing students determines the quality of that education; as a result, teachers must be trained

and retrained to support the expansion and improvement of the educational system. In this sense, the caliber of instruction is influenced by the caliber of the teachers, who in turn are somewhat influenced by the caliber of their professional growth. Pelton (2013) investigated the link between teachers' professional development and students' academic success. The study found a strong correlation between kids' academic achievement and teachers with lengthy training programs. The study went on to claim that instructors' ability in the classroom was enhanced by training and retraining. Teachers' professionalism and ability to convey curriculum improved because to capacity building programs conducted by head teachers (Pelton, 2013). The premise behind professional development is that it enhances teachers' aptitude and expertise while also enhancing student academic achievement. Teachers who participate in seminars advance their careers, develop a respect for and a dedication to addressing the needs of specific students from varied backgrounds (Pelton, 2013). They support equity in the educational setting, take personal accountability for kids' learning, and are steadfast in their choice to become teachers. They also have creative ideas and flexible thinking. These studies, however, did not explore the impact of head teachers' support for teachers' professional development on students' KCPE achievement in Meru County's public primary schools. The Ministry of Education Science and Technology (2010) lists a few strategies that head teachers can use to address the motivational needs of their staff, such as allowing teachers to participate in in-service trainings, assigning significant duties like presiding over subject panels, and inviting role models to speak to teachers, students, and support staff. As a result of the strong relationships that are created when instructors are given the opportunity to develop their skills, the school's teachers are more efficient and effective (Selemani-Meke, 2013). The principals must devise plans to increase community and family involvement in fund-raising so that more teachers can be sponsored to attend local and national

seminars. In their study of the learning environment, teachers' factors, and students' attitudes toward mathematics among engineering technology students, Maat and Zakaria (2010) discovered that teachers' attitudes have a significant bearing on teachers' success and, subsequently, on students' attitudes toward mathematics. Students were taught mathematics using an adaptive model in the study. The findings of pupils studying under teachers who had attended maths workshops were utilised by the researchers. The results showed a good correlation between the two variables. However, this study did not highlight the impact of head teachers' support for teachers' professional development on students' academic performance. Teachers' professional development needs to be focused on bringing about positive attitude changes, new abilities, and new information in the classrooms where they work (Tam, 2014). The enhanced academic achievement of the kids must therefore be considered in light of the teachers' new knowledge. The efficient performance of school managers' obligations, including promoting teachers' professional development at the school level, depends on how well they are supported.

Professional development programs for teachers may be considered an improvement activity that is specifically created to upgrade the abilities, knowledge, and general condition of the teachers in the school. This benefits the instruction of pupils in classrooms as a result (Asare, 2011). The capacity and willingness of the head teachers to support the professional development of the teachers in their respective schools will help to achieve this. In order to enable teachers to attend numerous seminars, workshops, meetings, and management courses, the head teachers must seek out additional funding. The evaluated research largely supports the findings of the present study, however they fall short of demonstrating how supporting teachers' professional development affects students' academic achievement. Programs for staff development include activities, initiatives, and goals of the school that support the personal and professional development of each employee to improve performance. (UNESCO, 2010–2011) has acknowledged the significance of staff development in the field of education and has pledged to helping Sub-Saharan African nations advance the welfare, social standing, and career advancement of teachers. This will result in the development of a productive work environment for efficient job performance. Since it is the responsibility of the head teachers to cultivate and keep the best teachers in their schools, competent administrators must help teachers expand their professional knowledge and skills as well as stay current with industry developments. To enable them to properly carry out their mandate, teachers should therefore obtain enough training on competent-based curriculum in the form of professional development (Kelly, 2018).

Similar findings were made by (Edibile, 2009), who discovered that for CBC to be implemented effectively in schools, teachers need to undergo regular retraining.



Professional development is a constant process of practice evaluation and improvement on both an individual and group level. The ability to connect theory, practice, and student results should be given to both individual educators and communities of educators, enabling them to make complicated decisions, recognize problems, and find solutions. Additionally, it offers a solid grounding in the pedagogy of specific subjects as well as information on the teaching and learning processes. The best research should serve as a foundation for and a reflection of professional progress. The effect of head teachers' support for teachers' professional development on students' academic achievement in public primary schools in Meru County, however, was not highlighted by the review study.

Therefore, head teachers at successful schools take an active role in ensuring that teachers have the chance to participate in in-service training (Republic of Kenya, 2012). According to Kara (2010), pupils' academic performance is improved when head teachers set up and take part in their staff's technical development. According to the survey, teachers are mostly recognized for their positive contributions to the school's success as seen by students' achievement and for their technical professional growth. By ensuring that teachers receive the necessary training, the head teacher enhances the instructional program in their schools in their capacity as an instructional leader (Republic of Kenya, 2012). The evaluated studies support the findings of the current study since they highlight the impact of instructors who are given opportunities to advance their careers.

According to Nwaka and Ofojebe (2010), staff professional development is the process of evaluating staff performance and identifying their key skills and competence that need development or training to improve for better performance. Their study focused on strategies for coping with resource shortages in primary school administration in Anambra State, Nigeria. According to the survey, professional development included offering training programs and professional development opportunities that were appropriate for instructors. Therefore, the strength and caliber of the staff members determine the success of any educational organization. In-service training, workshops, and seminars can help with this. Ocham and Okoth (2015) discovered that teachers were motivated to work more to accomplish the institutional goals when head teachers encouraged them to enroll in professional courses. This explains why enthusiastic teachers are able to pick up new information from others anytime they are given the opportunity to take part in workshops and other types of professional development activities. Adeolu (2012) asserts that for workshops to be successful, the principals must make sure that they are carefully designed and that the participants are adequately informed of the training's goal. Montgomery (2013) and Lau (2016) discovered that formative, summative, or both forms of teacher performance appraisal and development are possible. Staff development is addressed by a formative appraisal in that it assists teachers in locating and resolving instructional issues in order to advance their professional and pedagogical abilities. A summative approach evaluates a teacher's work in light of external standards and assigns a grade of "pass" or "fail" as a result (Montgomery, 2012). This suggests that a summative or accountability model may be administrative, control-oriented, and judgmental. The head teachers should encourage teachers to participate in professional development activities and teachers who successfully complete such courses should be recognized through the issuance of certificates and verbal recognition during

school assemblies. As a result, formative appraisal is portrayed as an acceptable as well as "good" assessment while summative assessments are viewed as unwelcome assessments (Lau, 2016). This improves the teachers' standing in front of their colleagues and inspires the students to value their professors. The examined studies, however, fall short of highlighting the function of the head teacher in encouraging teachers' professional development to raise students' academic achievement through community involvement. By giving teachers the chance to advance professionally, a discrete head teacher will increase community involvement in teachers' professional development.

Pinto (2014) discovered that head teachers in high performing schools have an important instructional leadership practice of monitoring teachers' needs for professional development. Schools must therefore start the ongoing professional development processes required to carry out the entire curriculum for the benefit of the pupils. According to Dawo (2011), an induction program offered new teachers ongoing, methodical support. Only when the needs of the new teachers are recognized and met under the supervision of the head teachers can such induction programs be adequately developed and implemented. Simatwa (2010) did research on the induction requirements for new teachers in Kenyan public schools. According to the study's findings, new instructors need to be trained in the following areas: time management, classroom management, teamwork techniques, knowledge of the school's policies, and how to quickly adapt to a new work environment. The study concluded that induction seminars should be held frequently, consultations should be improved, and beginning instructors should be assigned experienced teachers as mentors. These studies are so dissimilar from the current study, which aims to explore the impact of encouraging teachers' professional development on students' success in national exams.

Euneme and Egwunyenga (2010) discovered that head teachers actively encouraged the professional growth of their teachers, which had a beneficial impact on work performance. In the Kajiado Central District, Kerei (2010) performed research on the variables influencing staff professional growth. The majority of teachers, according to the report, did not attend in-service training. However, this study disregarded the head teachers' supervision function in fostering teachers' professional development. According to a study by Nzambi (2012), head teachers encourage teachers' professional growth by giving them training on instructional techniques from peers and supervisors. Other techniques include permitting and encouraging teachers to pursue independent research, consulting outside sources, and holding workshops at the county level. However, some of these studies support the current study, which looked into how head teachers might support teachers' professional development to raise students' performance in KCPE examinations.

Ngara and Odebero (2010) conducted a study in Kenya's rural primary schools on teachers' perceptions of staff development programs in relation to teachers' performance. According to the study, workshops, seminars, conferences, in-service training, and higher education and training were the most popular staff development activities. According to Njoroge and Thuo (2012), the majority of professional development programs are ineffective because they don't give teachers the chance to reflect on their own experiences or support them in changing their teaching methods.

Employees have to take a high level of responsibility for their own performance, growth, and development in order to maintain a high level of performance, according to Alam (2011). However, there is a connection between professional staff development and school improvement in that it may be necessary for teachers to change in order for schools to improve, or vice versa. In-service programs, financing for external seminars, and conferences were just a few of the professional development opportunities that teachers and administrators were found to have really profited from, according to Ocham and Okoth (2015). These chances also motivate educators to develop their instructional abilities. The current study is necessary to address the issue because none of the papers that were analyzed examined the impact of head teachers' support for teachers' professional development on students' performance in KCPE examinations in public primary schools in Meru County.

## 2.9 Summary of Literature Review

**Table 2.1 Summary of Reviewed Literature**

Author & year	Study topic	Results	Gap
1.Chapman,A. (2012).	Delegating authority, skills tasks and the process of effective delegation.	A manager needs to give some workload of teaching and other duties to others	headteachers' and teachers' working re/ship on pupils' performance in KCPE.
2.Reche, N. G., Bundi, K.T., Riungu, N. J. &Mbugua, K. Z. (2012).	Factors contributing to poor performance in KCPE in public primary schools in Mwimbi Division, Tharaka Nithi	Most teachers were absent from schools	Didn't focus on Supervision of curriculum implementation in Meru

3.Momoh, A. J. (2010).	County. Effects of instructional Resources on students' performance in W. Africa School Certificate Exam.	There was positive Significant relationship between instructional resources and academic performance.	Focus on procurement of learning materials by h/teachers on pupils' KCPE in Meru
4.Pelton, J. A. (2013).	Assessing graduate Teacher training programs: Can a teaching seminar reduce anxiety and increase confidence?	There was positive significant relationship between graduate teachers with inservice training and students' academic performance	Focus on primary school teachers' professional growth facilitation by h/teachers on pupils' performance in KCPE.
5.Okoth, U. A. (2018 b).	H/Teachers' characteristics and instructional leadership in curriculum implementation in sec. schools.	H/Teachers checked professional docs based on curriculum while others delegated to deputy heads and others did not monitor.	Focus on supervision of curriculum implementation by h/teachers in primary schools and performance in KCPE.

Table 2.1 shows some gaps from literature reviewed. For example, Chapman (2012) conducted a study on delegating authority, skills, tasks and the process of effective delegation. From this reviewed study, it was found that a manager needed to give some workload of teaching and learning and managerial duties to others. However, this reviewed study differ from the current study which sought to investigate the influence of head teachers' and teachers' working relationship on pupils' performance in KCPE examinations in public schools in Meru County. Hence the need the need to fill this knowledge gap by the current study.

The researcher looked at a number of studies on the impact of teachers' oversight of curriculum implementation on students' performance in national exams. A summary of one of the papers examined by Reche, Bundi, Riungu, and Mbugua (2012) is shown in Table 2.1. Their research focused on the elements that led to subpar performance on the KCPE exams in the public schools of Tharaka Nithi County's Mwimbi Division. This study revealed that the majority of teachers missed class. The majority of head teachers reviewed professional documentation, according to Okoth's (2018b) study on head teachers' characteristics and instructional leadership in the implementation of the Environmental Education (EE) curriculum in secondary schools. While some did not supervise, others gave this task to deputy heads. However, the focus of this study was on environmental education, a subject that is typically not tested in KCPE exams. These evaluated researches, however, did not highlight the impact of head teachers' oversight of curriculum implementation on students' performance in KCPE exams. Therefore, the current study filled a knowledge vacuum in this area.

The researcher continued to review further studies about the selection and application of teaching and learning resources. A summary of a research Momoh (2010) conducted on the effects of instructional resources on students' performance in West African school certificate examinations can be found in Table 2.1. It was shown that instructional materials and academic performance had a substantial favorable association. This reviewed study, however, overlooked the impact of teaching and learning materials on students' KCPE performance in Meru County public schools. The present study thereby filled this gap.

To identify the gaps with the current study, it was important to evaluate studies on teachers' professional development. Pelton (2013)'s study is one of those examined, as can be seen in Table 2.1. The researcher examined graduate teacher preparation programs: Can a teaching seminar boost self-assurance and lessen anxiety? It was discovered that there was a strong correlation between students' academic achievement and teachers who had undergone training. This review study, however, failed to highlight the impact of head teachers' support for teachers' professional development on students' performance in KCPE examinations.

### **2.10 Theoretical framework**

The systems theory of the input-output model created by Ludwig Van Bertalanffy in 1956 served as the foundation for this investigation. The theory contends that a structured firm does not initially arise in a vacuum, but rather reserves inputs from the surrounding environment and turns them into outputs. The pupils (inputs) in this study are admitted to the elementary school from various socioeconomic backgrounds. As soon as they enroll in a school, the administration there transforms them through the process of teaching and learning, and the results of the students' efforts are demonstrated by their academic success. The organizational system might be thought of as being made up of numerous interconnected variables, according to Robbins (1980), who noted that organizations were increasingly being described as absorbers, processors, and generators. Organizations have realized that each change in one internal variable has an effect on all eight external variables that make up the company, according to Robbins. In order to get the intended result, the processors and generators must work effectively. The input-output model makes the assumption that students from various socioeconomic backgrounds would perform well if the school has adequate instructional resources, physical facilities, and human resource capacity. However, this may not always be the case, and this is the theory's flaw. Therefore, this



theory calls on everyone involved in the teaching and learning process to grasp what they are attempting to accomplish a challenging undertaking.

### **Application of the input-output model from systems theory is justified.**

John (2010) claims that the production of human resources places a high importance on education and that the production function is a relationship between the amount of input and auxiliary components to generate a certain good while taking into account its quality KCPE examinations. As a result, an education production function depicts the functional connection between student and school inputs and a corresponding measure of school outputs. Education policy makers and managers must choose the strategies and inputs that will be used to change a qualified product through the productive process in order to ensure that the production function appropriately satisfies the expectations of society.

### **Advantages of systems theory input-output model**

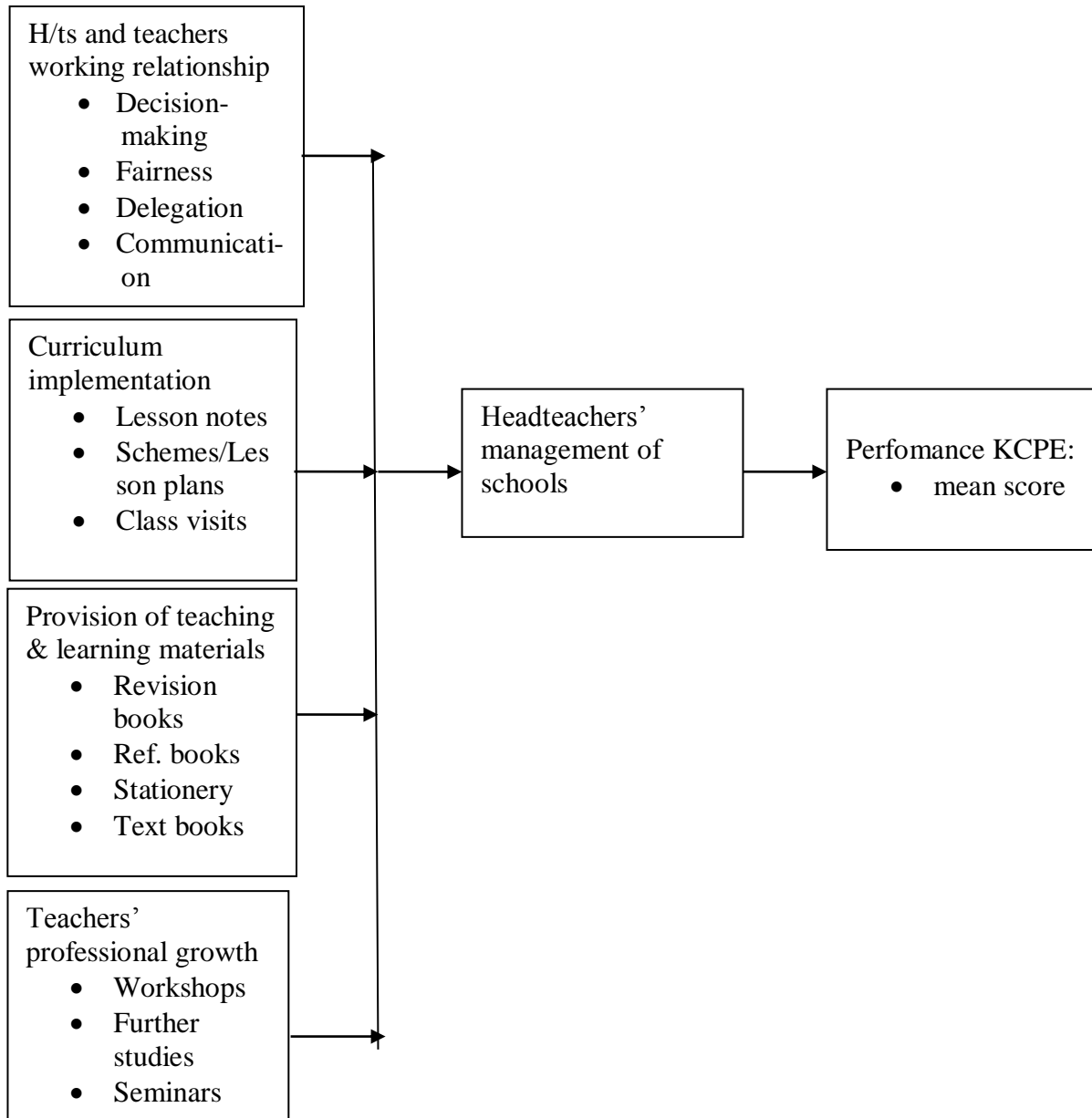
The notion aids in raising the standard of education in a nation. It aids in the development of the teaching methods that professors use in educational institutions. As a result, teachers are encouraged to evaluate students based on the material they have studied, which improves the evaluation process in schools. The educators realize that factors like teachers, administrators, materials, and facilities for teaching and learning have an impact on outcomes like students' academic success (knowledge and skills).

### **Weaknesses of systems theory input-output model**

The theory has drawn flak for being imprecise and hazy. There can be neither standard input nor output units. The problem with input metrics is that it's extremely challenging to measure the qualitative aspects of input. It is challenging to forecast the outcomes since the quantity of inputs, such as human behavior, is neither continuous nor measured.

## 2.11 Conceptual Framework

A conceptual framework is a model of presentation which shows the relationship of the variables diagrammatically (Orodho, 2014). Figure 2.1 shows relationship of management strategies applied by head teachers and pupils' academic performance.



**Figure 2.1 Relationship between management strategies applied by head teachers and pupils' performance in KCPE examinations**

Conceptual framework is the diagrammatic presentation of the teaching strategies or action plans used by head teachers to help students do better in the KCPE exams.

Figure 2.1 illustrates the relationship between head teachers and teachers, the supervision of curriculum implementation, the acquisition of teaching and learning materials, and the promotion of professional development as management strategies used by head teachers to influence students' performance on the KCPE examination, which can result in a high or low mean score. The procedure requires that the head teachers have a good degree of education, be accessible in the schools, and has managerial experience. The strategies or methods used by head teachers are the independent variable. The working connection between head teachers and teachers, or how head teachers relate to teachers, includes participation in decision-making, good communication, treating teachers fairly, and delegation of responsibility. This goal might be assessed by counting the official meetings that head teachers had with teachers and by counting the number of teachers who were given additional responsibilities like topic heads in the school.

Another tactic is to monitor how the curriculum is being used. This involves examining instructors' usage of lesson plans, schemes of work, and lesson notes, as well as visiting classes. Calculating the proportion of teachers who have credentials might be used to assess this. Another tactic is to provide the right teaching and learning resources, which might include text books, stationery, revision guides, and reference books as well as the creation of tender committees.

As part of their plan to boost student performance on the KCPE examinations, the head teachers also need to support teachers' professional development. This is accomplished by assisting and

encouraging instructors to enroll in graduate programs as well as workshops and seminars. The performance on the KCPE examination, which is the dependent variable in the process of managing schools by head teachers, may be high, average, or low depending on the competency of the head teachers and the general environment.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

Research design, target population, sample size and sampling procedure, research instruments, reliability of instruments and validity of instruments, data collection procedure, data analysis techniques, and ethical considerations in the research are all covered in this chapter's explanation of research methodology.

#### **3.2 Research Design**

Utilizing a descriptive survey research design, this study was carried out. Descriptive survey research design, according to Mugenda and Mugenda (2012), is the process of gathering information to respond to inquiries about the current status of the subject of the study. Due to the researcher's ability to conduct the study with a sizable group of participants in a single session, this research design was comparatively simpler (Orodho, 2014). Given the assurance that the study would only take a short while, it was also simpler to recruit respondents who were willing to take part. The approach was purposefully chosen for the study because it allowed for efficient data gathering through focus group discussions and questionnaires at a significantly lower cost (Grinnel, 2010). Since the researcher was able to use a questionnaire to gather data from a fairly large sample, the approach was also inexpensive and quick. Since the research was conducted in the respondents' natural setting and no variables were changed, the results produced using the descriptive technique of research had a high level of external validity (Siedlecki, 2020). Therefore, this research design was the most appropriate since the information was gathered to determine the extent to which the management practices of the head teachers affected students' performance in the KCPE in public primary schools in Meru County. The drawback of this design is that it makes it impossible to determine whether people changed over

time. The legitimacy of the data gathered and the research findings were also at danger due to the possibility of respondents giving fraudulent information in certain circumstances.

### 3.3 Target Population

The target population, according to Baskarada (2014), consists of all actual individuals, events, or artifacts from whom the researcher hopes to draw conclusions. According to the Meru County Director of Education's 2015 report, the county had 668 public primary schools, 668 principals, 8016 instructors, and 29612 class eight students.

### 3.4 Sample Size and Sampling Procedure

A non-probability sampling technique called quota sampling was used. This is the case when the assembled sample, in terms of known characteristics, contains the same proportions of people as the overall population. In Meru County, the schools were divided into eight sub-counties. According to Best and Kahn (2014), the researcher selected 10% of the schools within each Sub County, and this is depicted in Table 3.1.

**Table 3.1 Sample Size**

<b>S/County</b>	<b>Target H/Ts.</b>	<b>Sample H/Ts.</b>	<b>Target Trs.</b>	<b>Sample Trs.</b>	<b>Target Pupils.</b>	<b>Sample Pupils.</b>	<b>Pupils /school</b>
Imenti S.	111	11	1332	133	3815	132	12
Meru C.	95	10	1140	114	2619	120	12
Imenti N.	82	8	984	98	2898	96	12
Igembe N.	86	9	1032	103	4850	108	12
Igembe S.	72	7	864	87	5104	84	12
Tigania E.	83	8	996	100	3435	96	12
Tigania W.	85	9	1020	102	3990	108	12
Buuri	54	5	648	65	2898	60	12

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<b>Total</b>	<b>668</b>	<b>67</b>	<b>8016</b>	<b>802</b>	<b>29612</b>	<b>804</b>
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**Selection of Schools**

This was accomplished by obtaining the goal enrollment, which was 668 students, for all of Meru County's public elementary schools. 10% of the schools, or 67 institutions, were considered to be representative, according to Best and Kahn (2014). All of the primary school names in Meru County were written down and coded before being placed in a basket. Then, using a shake of the basket, the researcher chose at random 11 schools from Imenti South, 10 schools from Imenti Central, 8 schools from Imenti North, 9 schools from Igembe North, 7 schools from Igembe South, 8 schools from Tigania East, 9 schools from Tigania West, and 5 schools from the Buuri Sub-County, as shown in Table 3.1.

**Selection of Teachers**

10% of the teachers, or 401 teachers, were considered to be representative, according to Best and Kahn (2014). According to the researcher's calculations, there are 133 teachers from Imenti South, 114 from Imenti Central, 98 from Imenti North, 103 from Igembe North, 87 from Igembe South, 100 from Tigania East, 102 from Tigania West, and 65 from Buuri Sub-County. These numbers are displayed in Table 3.1. 802 teachers were divided by 67 schools to determine the number of teachers in each school. Following a simple random sampling, the average number of teachers per school in this example was roughly six (11.97). The researcher wrote down all of the teachers' names and placed them in a basket. After shaking the basket, the researcher randomly chose 12 teachers. All 67 schools went through this procedure again (Suresh, Thomas, and Suresh, 2011).

### **Selection of pupils**

According to the Meru County Director of Education (2015), there were 29612 class eight candidates enrolled in Meru County's 668 public primary schools. The Focus Group Discussion technique of data collection, which calls for 8–12 participants, served as the basis for the selection, though (Anderson, 2020). Twelve students in class eight from each school were chosen at random. In a school, the names of the eighth-grade students were written on pieces of paper and placed in a basket. This was shaken, then one was plucked at a time, and the name was noted each time one was taken out. The procedure was repeated up until the selection of 12 names each school, as indicated in Table 3.1.

### **3.5 Research instruments**

The research instruments applied for data collection was the questionnaire for the head teachers and teachers while focus group discussion was used to collect data from the pupils.

**Questionnaire:** Data collection was done using two sets of questionnaires, one for teachers and the other for head teachers. The use of questionnaires ensured more comparability in the process since they allowed for consistency in the way questions were posed (Mugenda & Mugenda, 2012). Because the intended respondents were literate and could easily react, this tool also saved time. There were six sections to the head teacher survey (Appendix B). Items on background information were in the first section. Then, topics on management strategies were covered, such as how head teachers' and teachers' collaborative relationships affected students' performance on the KCPE exam, how head teachers' oversight of the implementation of the curriculum affected students' performance on the exam, how head teachers' purchases of teaching and learning materials affected students' performance on the exam, and how head teachers' facilitation of teachers' professional development affected students' performance on the exam.



The **questionnaire** for teachers (in Appendix C) also contained six parts. The first part had items on background information. This was followed by head teachers' management strategies to include relationship between head teacher' and teachers' working relationship and pupils' performance in KCPE examinations, influence of supervision of curriculum implementation by head teachers on pupils' performance in KCPE examinations, influence of procurement and supervision of effective utilization of teaching and learning materials on pupils' performance in KCPE examinations and influence of facilitation of teachers' professional growth by head teachers on pupils' performance in KCPE examinations and open ended items.

**Focus group discussion:** A focus group discussion, according to Halkier (2010), is a conversation about a specific topic organized for research purposes. Its members are uniform and produce a great deal of information promptly in response to the researcher's questions (Kombo and Tromp, 2006). It was crucial that the researcher employed an assistant who took notes as the interviewees expressed their opinions. When the research assistant wasn't present during a focus group discussion (in Appendix D), the discussion was taped. The researcher made sure that all of the respondents were included in the discussion by asking follow-up questions that were prompted by the participants' responses. More importantly, the researcher made sure that the conversation stayed on the subject being studied and thought through the best way to ask the questions to ensure that the conversation would flow. The researcher followed Halkier's (2010) guideline that focus group discussions should last between one and two hours. The students were more receptive, and the engagement improved the information's quality and quantity. The open-ended nature of the questions prompted discussion.

The benefits of focused group conversation, according to Kombo and Tromp (2006), include: They are helpful in gathering specific data regarding individual and group sentiments, perceptions, and attitudes. When compared to individual interviews, they save time and money. They offer a wider variety of information. They present a chance to ask the participants for explanations. They offer helpful content, such as quotes, for publications, presentations, and public relations. However, negative aspects include: Disagreements and pointless conversations could divert the attendees' attention from the main subject. If the researcher doesn't establish ground rules prior to the commencement of focus group conversations, they may be difficult to manage and control. Getting a diverse group of people to engage might be challenging because some attendees might dominate the talks. Focus groups can be daunting to some participants, and some may feel pressured to concur with the prevailing viewpoints.

### **3.6 Piloting**

Orodho (2014) recommends pre-testing the research instruments after they have been built using chosen samples that are similar to the actual samples. This makes it possible for the researcher to find flaws and fix them before to use. Piloting was carried out to evaluate the accuracy and dependability of the research tools. The researcher followed Hertzog's (2009) advice to use a sample of between 10 and 40 people. Two schools were used, with 12 instructors, two focus discussion groups, and two head teachers participating. The two basic public schools in Meru County were excluded from the main investigation. The outcomes of the piloting were as follows: Several changes were made following the flight. For instance, there was no place on the questionnaires for background information such as gender, age, highest academic level attained, and marital status. After the piloting phase, the right amount of space was therefore introduced, allowing the responders to check the proper boxes. Second, the key for the likert scale was

absent from part B of the questionnaire. This was added following a test program, enabling responders to provide an accurate evaluation. Thirdly, the dependent variable (KCPE examination performance) was absent from each of the four objective statements on each portion of the questionnaire. Following a piloting phase that helped respondents relate well to both the independent variable (head teachers' tactics) and the dependent variable (KCPE examination performance), this was later deployed. This therefore meant that the respondents were able to provide accurate information because they could conceptualize the phenomenon under research in a way that supported accurate conclusions.

### **3.7 Validity of Instruments**

Validity is the extent to which findings from data analysis accurately reflect the phenomenon being researched (Mugenda and Mugenda, 2012). Instrument validity, according to Gaur and Gaur (2006), is the extent to which a research tool genuinely captures the notion or characteristic that it is designed to. In two public elementary schools that weren't sampled for the actual study, the validity of the instruments was examined to ensure their clarity and applicability. The study's findings provided the researcher with guidance for determining content validity. Adjustments, revisions, and when appropriate, rephrasing of statements were made where there were contradictions. This was crucial for raising the standard of research instruments. To ensure the validity of the instruments, items that did not measure the research variables they were intended to evaluate were removed. For instance, "the head teacher supervises teachers during games." The phrase "the head teacher monitors teachers in classes" has been changed in this sentence. Mugenda & Mugenda (2013) state that the typical procedure for determining the degree of validity of content is to look for expert or professional assistance in that particular sector. The researcher tested the questionnaire's validity by presenting the draft to academic advisors from

the University of Nairobi's Department of Educational Management, Policy, and Curriculum Studies for validation and expert opinion. Before usage, the instruments were reviewed, and all comments were taken into consideration (Orodho, 2014). For instance, it was advised to utilize simple, concise questions in the questionnaire for the responders, and this was followed.

### **3.8 Reliability of Instruments**

Reliability, as defined by Orodho (2014), is the extent to which a measurement technique can be relied upon to produce consistent results when used repeatedly. According to Mugenda & Mugenda (2012), dependability is a measure of how consistently a research instrument produces results or data after numerous trials. To evaluate the instrument's dependability, the researcher used the test-retest procedure. The test-retest procedure, as described by Mugenda and Mugenda (2012), entails giving the identical questionnaire to the same group of respondents twice, separated by two weeks. While the researcher distributed focus group discussion prompts to the two chosen student groups, the researcher also distributed separate sets of questionnaires to the two chosen head teachers and twelve other teachers. The requirement to spark discussion or debate regarding the research issue was the most compelling justification for employing focus group discussions, as it required collective perspectives and the meanings that underpinned those views (Asmamaw, Mohammend, and Lulseged, 2011). After two weeks, the same respondents' groups were given the same tests using the same instruments. The findings were then carefully scored, and the scores from the two testing windows were then correlated. The teachers' questionnaire had a good correlation value of 0.8 while the head teachers' questionnaire had a good correlation coefficient of 0.9, indicating that the instruments were reliable and appropriate for use in the study (Cronbach and Richard, 2004).

### **3.9 Data Collection Procedure**

The University of Nairobi's Department of Educational Administration and Planning provided the researcher with an introduction letter. The Graduate School of the same university then gave its approval. As a result, the researcher was able to apply for and receive a research permission from NACOSTI, the National Commission for Science, Technology, and Innovation. The County Director of Education and County Commissioner of Meru County were then given a copy of the permit and an introduction letter, and they gave their approval for the study to be conducted in the County.

The heads of the sampled schools were then contacted to schedule appointments to discuss when to deliver the tests. The respondents were then physically given the two sets of questionnaires by the researcher, who also assured them that their identities would remain anonymous throughout the investigation. The sets of questionnaires, which were promptly collected by the researcher once they were filled out to determine completion and return rate, were provided to respondents enough time to complete them. On the same day, the researcher also held focus groups with the students.

### **3.10 Data Analysis Techniques**

Quantitative and qualitative data are also used in the study. According to the study's goal, both types of data were presented, interpreted, and discussed. While qualitative data was given in narrative form and evaluated using theme analysis, quantitative data for each study objective was presented in tables and explained using multiple regression analysis. After that, utilizing peer-reviewed literature, the convergence between quantitative and qualitative data was established and explored. Data analysis, according to Oso and Onen (2009), is the process of organizing, interpreting, and presenting gathered data. Below is an explanation of the two types of data analysis.

### **Quantitative Data Analysis**

This kind of data was collected using a survey method. Statistical data analysis was utilized to find commonalities or patterns in the data because quantitative data is dependent on numerical data (Streefkerk, 2023). The surveys were used to gather quantitative data from teachers and head teachers. These unprocessed research instrument data were then verified, edited, cleaned, and coded. While the instruments were being edited to assess the completeness and relevance of responses, the validation process allowed the researcher to calculate the questionnaire return rates. After that, the Statistical Package for Social Sciences (SPSS, Version 20.0) program was used to enter this data into the computer. For closed-ended questions that offered respondents a choice of possible answers, quantitative data analysis was used. The data were then subjected to a descriptive statistical analysis, which involved determining the frequencies, percentages, means, and standard deviations of the data. The results were then displayed in tables. The Pearson Product Moment Correlation Coefficient (PPMCC), also known as the Pearson R test, was used to determine whether or not there were any correlations between the performance of the students in the KCPE exams and independent variables like the working relationships between head teachers and teachers. Additionally, Pearson R was used to examine the direction and intensity of the association between students' performance in the KCPE exams and the working relationship between head teachers and teachers in public schools in Meru County. This was evaluated at the 0.05 alpha significant level (Orodho, Khatete, and Mugiraneza, 2016).

### **Qualitative Data Analysis**

Focus groups and questionnaires with open- and closed-ended questions were utilized to gather this kind of information. In order to thoroughly examine the data and pinpoint the key themes and patterns, thematic analysis was utilized (Streefkerk, 2023). Focus group discussions were

used to gather data from the students, while questionnaires were used to gather non-numerical data from the head teachers and teachers. The data was analyzed through the use of thematic analysis, which involved grouping and analyzing focus group discussions and questionnaire responses into categories based on themes. Thematic method is excellent for qualitative data since it aids in the identification, analysis, interpretation, and reporting of themes or patterns with qualitative data, claim Braun and Clarke (2013). The analysis of qualitative data is advised by Zina and Oleary (2010) so that the gathered information can be arranged, sorted out, classified, and thematically examined. This was accomplished by looking up the meaning, interpreting it, and coming to conclusions based on the goals of the study. Data from the coded responses were analyzed using descriptive statistics like percentages, and when applicable, tables were given. Emerging trends and patterns were identified from these findings, and conclusions and suggestions were offered. Thematically organized narratives were used to show some qualitative data.

### **3.11 Ethical Considerations in the Research**

Concerns about voluntariness, informed permission, anonymity, secrecy, and data protection are only a few examples of ethical problems (Orodho, 2014). The researcher argues that, despite the tremendous worth of knowledge discovered via research, human dignity cannot be sacrificed in the name of knowledge. As a result, before to gathering data, the researcher obtained approval and consent from all relevant parties, including NACOSTI, the County Commissioner, the County Director of Education, and the head teachers in Meru County. All respondents were also asked for their permission by the researcher, and they were given assurances of secrecy prior to the data collection. Additionally, the respondent's freedom to select the location of the focus group discussion was guaranteed by the researcher. None of the respondents faced any

consequences for choosing not to continue with the study. In order to obtain the respondents' willing and informed agreement, the researcher also explained the true goal of the study. By telling the respondents not to write their names or the names of their schools on the sets of questionnaires, anonymity was guaranteed. To preserve anonymity, codes like A, B, and C were employed to separate the responders.

The researcher followed the rules pertaining to authorship, copyright and patenting policies, data sharing policies, and peer review confidentiality requirements. According to Saunders, Lewis, and Thornhill (2011), this is one of the reasons the University of Nairobi adopted a code of conduct for research that is governed by a research note book. Therefore, it was crucial to familiarize oneself with and abide by the university's ethical code as a researcher there. The researcher requested permission from head teachers to allow students to participate in the studies because the research covered vulnerable populations like youngsters (Mugenda and Mugenda, 2012).



## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1. Introduction

The data analysis, presentation, and interpretation of the study's findings are presented in this chapter. The examination of demographic information comes after the first section, which focuses on the respondents' response rate. The presentation of data on the relationship between the working relationship between head teachers and teachers and students' performance in KCPE exams, data on the impact of head teachers' oversight of curriculum implementation on students' performance in KCPE exams, data on the impact of head teachers' procurement of teaching and learning materials on students' performance in KCPE examinations, and finally data on the impact of facilitation of teach

#### 4.2 Response Rate

The researcher sought to obtain the rate of return of the research instrument from the participants and the findings are shown in table 4.1.

**Table 4.1 Participants' Response Rate**

<b>Respondents category</b>	<b>Sample</b>	<b>No. of returned instruments</b>	<b>Percentage</b>
Head teachers	67	65	97.0
Teachers	802	778	97.0

Table 4.1 shows that out of 67 head teachers sampled for the research, 65 responded and this was 97.0% return rate. Out of 802 teachers sampled for this research, 778 responded and this was

97.0%. Busienei (2012) recommends 80% response rate as sufficient to proceed with analysis and both the response rates for the 2 categories were above 80% hence meeting this criterion.

### 4.3 Demographic Characteristics of Head Teachers and Teachers

The researcher established the demographic information in terms of gender, age, work experience and highest professional qualification. This section provides the findings as presented in tables and discussed thereafter.

#### Gender of Head Teachers and Teachers

The researcher sought to identify the gender of the head teachers and teachers that formed the sample size and the findings are presented in Table 4.2

**Table 4.2 Gender Composition of Head Teachers and Teachers**

Gender	H/Teachers		Teachers	
	f	%	f	%
Females	24	36.9	342	44.0
Males	41	63.1	436	56.0
<b>Total</b>	<b>65</b>	<b>100</b>	<b>778</b>	<b>100</b>

According to Table 4.2, men made up 63.1% of head teachers, while women made up 36.9%. As a result, the findings show a gender gap in school leadership. This demonstrated a violation of the one-third gender rule in Kenya's new constitution, which calls for affirmative action where steps must be done to ensure that no more than one-third of the opposite gender (Cheruto and Kyalo, 2010).

In addition, Table 4.2 shows that 56.0% of teachers were men and 44.0% were women. Once more, this illustrated the gender imbalance among teachers in Meru County's public elementary schools.

### **Age of Head Teachers and Teachers**

The researcher sought to investigate the age of head teachers and teachers and the results are shown in Table 4.3

**Table 4.3 Distribution of Head Teachers and Teachers by Age**

<b>Age</b>	<b>H/teachers</b>		<b>Teachers</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
Above 56 years	20	30.8	14	1.8
50-55 years	16	24.6	46	5.9
44-49 years	11	16.9	108	13.9
38-43 years	6	9.2	328	42.2
32-37 years	5	7.7	198	25.4
26-31 years	4	6.2	68	8.7
21-25 years	3	4.6	16	2.1
<b>Total</b>	<b>65</b>	<b>100</b>	<b>778</b>	<b>100</b>

Table 4.3 reveals that the majority of head teachers 30.8% were older than 56 years old, followed by 24.6% of people in their 50s and 55s and 16.9% of people in their 44s and 49s. The remaining head teachers were aged between 21 and 25 years, 6.2% between 26 and 31 years, 7.7% between 32 and 37 years, 9.2% between 38 and 43 years, and 4.6% between 38 and 43 years. This suggests that TSC assigned Meru County's school administration to head teachers who were a little older and more seasoned than average. However, this can prevent young teachers from

using their skills in school management. This can be the reason for Meru County's consistently average performance on the KCPE examinations.

Table 4.3 also shows that the majority of the teachers who took part in the research, 42.2%, were between the ages of 38 and 43, while 25.4% were between the ages of 32 and 37, 1.8% were beyond the age of 55, and 5.9% were between the ages of 50 and 55. While only 2.1% were between the ages of 21 and 25 and 8.7% were between the ages of 26 and 31. The majority of the teachers were under 50 years of age, which suggests that they were more motivated to apply the curriculum required for students to perform well in KCPE examinations. They did not, however, belong to the management group tasked with developing the plans required to affect Meru County public school students' performance in the KCPE tests. This finding is in line with that of Nicolaidou (2010), who discovered that head teachers were chosen based on years of experience rather than preparation quality or shown leadership effectiveness, further impeding teacher collaboration, innovation, and empowerment.

### **Head Teachers' and Teachers' Highest Academic Qualifications**

Head teachers and teachers were asked to state their highest academic qualifications and results are shown in Table 4.4.

**Table 4.4 Distribution of Head Teachers and Teachers by Highest Academic Qualifications**

<b>Academic Qualification</b>	<b>H/Teachers</b>		<b>Teachers</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
P1. Certificate	46	71.3	548	70.4
Bachelors degree	14	21.5	173	22.2
Post graduate	5	7.2	57	7.4
<b>Total</b>	<b>65</b>	<b>100</b>	<b>778</b>	<b>100</b>

According to Table 4.4, the majority of head teachers, or 71.3%, held certificates, while only 7.2% had postgraduate degrees and 21.5% had bachelor's degrees. According to Lorgwell-Mackean (2012), this suggests that they possessed the administrative know-how and resources to deal with issues that are frequent in schools and hinder students from achieving their academic potential.

Results from Table 4.4 also show that the majority of the teachers who took part in the study, or 70.4%, had a P1 certificate, while just 22.2% had bachelor's degrees and 7.4% had postgraduate degrees. This suggests that many of the primary school teachers in Meru County's public schools have undergrad degrees, which means they have the pedagogical abilities needed to improve students' performance on the KCPE exams. Given that the majority of the instructors held P1 Certificates, it is likely that they have the necessary professional expertise also referred to as intellectual social capital to provide public primary schools with high-quality educational services.

### **Distribution of head teachers and teachers by the years of teaching experience**

The researcher was interested in learning how many years of experience the head teachers and teachers who made up the sample size had in the classroom. Table 4.5 presents the conclusions.

**Table 4.5 Distribution of Head Teachers and Teachers by the Years of Teaching**

#### **Experience**

<b>Years of experience</b>	<b>H/teachers</b>		<b>Teachers</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
Above 25 years	47	72.3	392	50.4
15 – 24 years	12	18.5	275	35.3
Below 14 years	6	9.2	111	14.3
<b>Total</b>	<b>65</b>	<b>100</b>	<b>778</b>	<b>100</b>

Table 4.5 data reveals that the majority of the head teachers who took part in this research had over 25 years of teaching experience, at 72.3%, followed by 18.5% who had between 15 and 24 years of experience, and 9.2% who had less than 14 years. This shows that the majority of the head teachers had been in the classroom for more than 25 years, which was adequate professional experience to use the essential techniques to help students perform better in the KCPE exams. This demonstrates that there was a good balance in the head teachers' teaching experience. Table 4.6 also shows that the majority of instructors, or 50.4%, had been in the classroom for over 25 years, while 35.3% had between 15 and 24 years of experience, and 14.3% had been teaching for less than 14 years. This demonstrates that the majority of primary school teachers in Meru County's public schools possessed the necessary professional expertise and were able to adhere to head teachers' directions, enabling students to do well on their national examinations. This is consistent with Williamson's (2014) finding that qualified teachers could obey head teachers' directives for the good of their charges.

### **Data Analysis per Each Objective**

The data analysis in the part that follows is based on goals. The survey used a Likert scale of 1 to 5, with 5 representing strongly agree and 1 representing strongly disagree. The following is the solution: Key: 5. SD stands for strongly disagree, 4. D for disagree, 3. U for uncertain, 2. A for agree, and 1. SA for strongly agree. To react to various items in the two sets of questionnaires, the sampled head teachers and teachers utilized the same Likert scale.

#### 4.4 Relationship between Head Teachers' and Teachers' working relationship and Pupils' Performance in KCPE Examinations

To gather pertinent information about whether the working relationship between head teachers and teachers affected students' performance in KCPE examinations, the study looked into three types of respondents. Table 4.6 displays the results of the questionnaire for head teachers.

**Table 4.6 Head teachers' Response on the Relationship between Head Teachers' and teachers' working relationship and Pupils' Performance in KCPE examinations**

Statement	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
1.I involve teachers in decision-making in school	26	40.0	22	33.9	3	4.6	6	9.2	8	12.3
2.I Practice fairness to all teachers.	14	22.2	8	12.7	3	4.4	16	24.6	24	36.1
3.I Delegate managerial duties to teachers.	15	23.4	19	29.0	0	0.0	18	27.4	13	20.2
4.I Communicate effectively with teachers.	5	8.3	11	17.5	6	8.7	24	36.5	19	29.0
5.I motivate all teachers.	17	25.8	25	37.7	2	3.2	14	22.2	7	11.1

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**n=65**

It's critical to remember that the n-value, as opposed to the total number of respondents, actually denotes the number of responses. This is due to the fact that participants were permitted to provide more than one response for some of the items. This was especially true for the open-ended questions.

Table 4.6 reveals that the majority of head teachers 40.0% strongly disagreed with the idea of involving teachers in decision-making, while only 39.9% agreed. However, only 4.6 percent were unsure about whether they included instructors in decision-making, compared to 12.3 percent who strongly agreed and 9.2 percent who agreed. Additional research yields a mean of 3.8, indicating that the majority of head teachers did not think that including teachers in decision-making would improve KCPE results.

Table 4.6 also shows that the majority of head teachers, 36.1%, strongly felt that they practiced fairness to teachers, whereas 24.6% agreed with this statement. However, only 4.4% were hesitant on the statement that they treated teachers fairly when administering their particular schools, while 12.7% strongly disagreed with it. These results are consistent with those of (Arnet, 2010), who discovered that in order to increase academic achievement, head teachers must employ human skills for managing conflict and cultivating positive working relationships with students, teachers, and other school stakeholders.

According to data in Table 4.6, the majority of head teachers, 29.0%, disagreed that they had given certain teachers managerial responsibilities, but 23.4% strongly disagreed. While just 20.2% strongly agreed with this, 27.4% stated that they have given some teachers in their individual schools' managerial responsibilities. However, none of the head teachers was unsure about this matter. This conclusion conflicts with Guajardo's (2011) finding that instructors' motivation is a factor in how they manage their classrooms and make decisions that affect students' academic achievement. This result runs counter to Chapman's (2012) claim that delegation is a two-way process whereby the manager assigns some of the work burden



associated with teaching and learning to the teachers. By taking on responsibility for completing teaching and learning activities, teachers are given a sense of accountability.

Table 4.6 reveals that the majority of head teachers 36.5% agreed that they interacted with teachers effectively, with 19.0% strongly agreeing. While 17.5% and 8.3%, respectively, of the head teachers disagreed with this statement, 8.3% strongly disagreed. However, just 8.7% of the head teachers were unsure about this. This is in line with Stephen's (2011) finding that communication was essential for motivating and directing employees to achieve organizational goals and objectives. To further highlight the significance of communication schools, Okoth (2018) discovered that in effective schools, head teachers are required to mentor teachers on what to do and how it should be done, as well as constantly monitor professional records like lesson plans, lesson plans, weekly work logs, progressive work logs, and examination analysis logs. This results in improved student academic performance.

Table 4.6 also shows that the majority of head teachers 37.7% disagreed that they inspired all the teachers in their own schools, while 25.8% of them strongly disagreed. However, only 3.2% of the head teachers were unsure about the statement that they motivated all of the teachers, while 22.2% firmly agreed with it. These results are consistent with those of Gitonga (2012), who discovered that one of the factors affecting students' academic performance was teachers' lack of motivation.

The researcher was interested in learning how teachers felt about how head teachers and teachers affected students' performance in KCPE exams. The results are shown in Table 4.7.

**Table 4.7 Teachers’ Responses on the the Relationship between Head Teachers’ and teachers’ working relationship and Pupils’ Performance in KCPE examinations.**

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
1. Teachers are involved in decision making in school by the head teacher.	182	23.4	226	29.1	0	0.0	213	27.4	156	20.1
2. The head teacher motivates all teachers.	173	22.2	207	26.6	12	1.6	229	29.5	158	20.3
3. The h/t delegates some managerial duties to some teachers.	65	8.3	136	17.5	68	8.7	284	36.5	226	29.0
4. The head teacher communicates effectively with teachers.	201	25.8	293	37.7	25	3.2	173	22.2	86	11.1
5. The h/t is fair to all teachers.	173	22.2	99	12.7	34	4.4	191	24.6	281	36.1

**n=778**

Findings in Table 4.7 indicate majority, 29.0% of the teachers disagreed that the head teachers involved them in decision making on matters pertaining to school while 23.4% strongly disagreed to this fact. On the same item, 20.0% of the teachers strongly agreed that their respective head teachers involved them in decision making but 27.4% agreed to this fact. While none of the teachers was undecided on this item. This however, concurs with the claim by head teachers that they did not involve teachers in

decision making and this affected pupils' academic performance since most teachers failed to own and support school programs.

Further data in Table 4.7 shows that majority, 29.5% of the teachers agreed that the head teachers motivated them while only 20.3% strongly agreed to this fact. But 22.2% of the teachers strongly disagreed that they were motivated by head teachers but 26.6% of the teachers disagreed to this fact. Yet 1.6% of the teachers were none committal on this item. This concurs with Ocham and Okoth (2015) who found that head teachers' recognition and motivation of teachers' achievement increased students' academic performance. However, this opinion concurs with that of the head teachers who said that they motivated all the teachers who subjects were well performed involved most teachers in decision making on school matters. This is in agreement with UNESCO (2012) report that teachers perform effectively well when they are assured of salary, job security, regular consultation with head teachers, their work being appreciated and when they receive sympathetic help when dealing with challenges in life.

Findings presented in Table 4.7 shows that majority, 36.5% of the teachers agreed that the head teachers delegated managerial duties to some teachers in their respective schools but 29.0% strongly agreed on this fact. While only 8.3% of the teachers strongly disagreed to this fact yet 17.5% of the teachers and at least 8.7% were undecided on this statement. This sentiment is different from that shared by head teachers in earlier analysis. This finding concurs with Chapman (2012) who found that delegation was a two-way process by which a manager gives some workload of teaching and learning and other managerial duties to others and in the process,

the head teachers give teachers authority to carry out the task of teaching and learning leading to improved pupils' academic performance.

Findings presented in Table 4.7 shows that majority, 37.7% of the teachers disagreed that the head teachers communicated with them effectively while 25.8% of the teachers strongly disagreed on this fact. But 11.1% of the teachers strongly agreed that head teachers communicated with them and 22.2% of the teachers agreed to this fact. Yet only 3.2% of the teachers were undecided on this item. The same percentage was shared by the head teachers who disagreed that they communicated effectively with teachers in their respective schools. However, this finding corresponds with Stephen (2011) who found that communication constituted one of the chief means by which staff members worked together and also helped to hold the school together by making it possible for members to influence one another in improving pupils' academic performance.

Data in Table 4.7 shows that majority, 36.1% of the teachers strongly agreed that the head teachers were fair to all the teachers in their respective schools but 24.6% of the teachers agreed on this fact. Yet only 12.7% disagreed that fairness was done to all teachers but 22.2% strongly disagreed on this fact. But only 4.4% of the teachers were non committal on this statement. This implies that all the teachers in public primary in Meru County schools might not have been handled fairly by the school administrators hence perennial below average pupils' academic performance in public primary schools in the County.

Through focus group discussion, the researcher sought to find out pupils' responses on the influence of head teachers' and teachers' working relationship on pupils' performance in KCPE examinations. Pupils responded differently according to the items posed to them during focus group discussions.

On delegation of managerial duties to teachers, majority of the groups agreed that head teachers delegated managerial duties to some senior teachers. In one of the group discussions one pupil stated:

‘In our school, the head teacher assigns our class teacher the duty of attending to parents whenever he was not in school. During that time the teacher attends the parents in the head teacher’s office’.

This was a clear indication that some teachers were able to learn some managerial duties which they could apply later in their career progression. This also gave teachers confidence while they conducted curriculum implementation. This finding corresponds with Somech (2010) who found that when teachers are involved in the management of the school, their participation increases willingness to implement such skills in class which promotes educational productivity including students' academic performance.

When the pupils were asked motivation of teachers during focus group discussion, one of them said:

‘Most of our teachers are presented with awards by the head teacher during assembly days. Whenever we have an education day in our school, the head teacher awards some teachers

while all the pupils and our parents cheer with clapping’.

It is important to note that whenever teachers are motivated through awards, they put more effort in content delivery and syllabus coverage and this consequently improves pupils’ performance in KCPE examinations. This finding concurs with Lai, Kuan, chai and Ling (2014) who found that teachers developed trust, worthiness and commitment to head teachers who are motivational and supportive.

During pupils’ focus group discussion, they emphasized that their head teachers never said anything positive about teachers during school assemblies. Pupils reported that during assembly days, head teachers reprimanded teachers who reported to school late. This however, demoralized teachers hence reducing their content delivery stamina. Yet this might be the main cause of poor performance of pupils in KCPE examinations in public schools because majority of the head teachers verbally communicated negatively on teachers during assembly days. This finding concurs with UNESCO (2012) that head teachers require both oral and written communication skills to communicate effectively to all stakeholders at different times. Hence effective communication results in team-work and this improves pupils’ academic performance since there is regular consultation on academic issues.

#### **4.5 Ha1 testing Between Head Teachers’ and Teachers’ Working Relationship and Pupils’ Performance in KCPE Examinations**

The research sought to establish whether a significant relationship existed between head teachers’ and teachers’ working relationship and pupils’ performance in KCPE examinations. This hypothesis was tested and the findings are presented below:

Ha1. There was significant relationship between head teachers' and teachers' working relationship and pupils' performance in KCPE examinations in public schools in Meru County.

Pearson Product Moment Correlation Coefficient (PPMCC) referred to as Pearson R test was applied for testing whether relationship existed or did not exist and the strength of relationship between head teachers' and teachers' working relationship and pupils' performance in KCPE examinations in public schools in Meru County. The significance level also referred to as alpha ( $\alpha$ ) was determined. The statistical analysis showed that the significance level was below the cut-off value set at 0.05, hence the alternative hypothesis was accepted and it was found that there was significant relationship between head teachers' and teachers' working relationship and pupils' performance in KCPE examinations in public schools in Meru County. This relationship is shown on Table 4.8

**Table 4.8 Correlation Coefficient Between Head teachers' and Teachers' Working Relationship and Pupils' Performance in KCPE Examinations**

		H/ts' and ts' working r/ship	Pupils' KCPE examinations performance
H/ts' and ts' working Relationship	Pearson Correlation	1	0.314
	Sig.(2-tailed)	0.314	0.0018
	N	65	65

Key: H/ts'= Head teachers'      ts'= teachers'      r/ship= relationship

Table 4.8 shows that the correlation coefficient between head teachers' and teachers' working relationship and pupils' performance in KCPE examinations was 0.314 with significance level at

0.0018. This significance level is lower than the accepted level at 0.05 (Orodho, at el, 2016). Hence the null hypothesis was rejected and the alternative hypothesis accepted. This implies that there was significant relationship between head teachers' and teachers' working relationship and pupils' performance in KCPE examinations. Therefore, the head teachers need relate well with teachers through good communication, involvement decision-making, being fair to them and delegating duties to them in order to improve pupils' performance in KCPE examinations.

#### **4.6 Head Teachers' Supervision of Curriculum Implementation and its Influence on Pupils' Performance in KCPE Examinations**

The researcher sought to find out whether head teachers' strategy of supervision of curriculum implementation had any effect on pupils' performance in KCPE examinations in public school in Meru County. A number of items were included in the questionnaires for both head teachers and teachers and the findings are presented in Tables 4.9 and 4.10.

**Table 4.9 Head Teachers Responses on the Influence of Head Teachers' Supervision of Curriculum Implementation on Pupils' Performance in KCPE Examination.**

Statement	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
1. I regularly check teachers' presence in classes during lesson's time.	4	6.3	11	17.5	3	4.8	16	23.8	31	47.6
2.I regularly check on contents' coverage.	6	9.5	4	6.3	1	1.6	30	46.1	24	36.5
3.I regularly check pupils' note books.	8	12.3	10	15.4	9	13.9	16	24.6	22	33.8
4. I monitor how assignments are issued.	3	4.8	5	7.9	11	17.5	20	30.1	26	39.7



5.I regularly visit 28 42.9 19 28.6 8 12.7 6 9.5 4 6.3  
 classes as teachers  
 teach.

6.I regularly monitor 27 41.3 25 38.1 6 9.5 4 6.3 3 4.8  
 teaching process by  
 teachers.

7.I regularly monitor 21 31.7 20 30.2 11 17.5 5 7.9 8 12.7  
 lessons' attendance by  
 teachers.

**n=65**

Data on Table 4.9 shows majority, 47.6% of the head teachers strongly agreed that they regularly checked teachers' presence in class while 6.3% strongly disagreed that they regularly checked teachers' presence in class. However, 4.8% were non committal on whether or not they checked teachers' presence in class. This implies that most of the head teachers in public primary schools in Meru County agreed that they checked teachers' presence in class yet pupils performed below average in KCPE examinations. This finding does not correspond with Musungu and Nasongo (2008) who asserted that where the head teachers do a lot of supervision, schools perform better in their national examinations.

Data on Table 4.9 shows that majority, 46.1% of the head teachers agreed that they regularly cross checked the content coverage within a period of time against the recommended syllabus while only 6.3% disagreed that they checked the content coverage. Hence the strategy of supervision of curriculum implementation by teachers did not positively influence pupils' performance in KCPE examinations.

Table 4.9 reveals that the majority of head teachers 33.8% strongly agreed that they checked students' note books, while just 12.3% strongly disagreed and 13.9% were unsure. This suggests that most head teachers in Meru County public schools checked students' note books, while a small number did not, and that this was likely the reason for the students' below-average performance in KCPE examinations for five years. However, Firestone and Rien (2008) claim that reviewing students' notebooks does not have a direct impact on their performance. These academics asserted that while checking students' notebooks had a moderating effect on teachers' instructional activities, it did not result in good academic success.

As shown in Table 4.9, the majority, 39.7%, strongly agreed that they regularly saw how assignments were given out and graded by teachers, while 4.8% strongly disagreed. This result supports the null hypothesis, which held that teacher oversight of curriculum implementation has no bearing on students' performance in the KCPE tests.

According to Table 4.9, the majority of head teachers (42.9%) strongly disagreed with the notion that they routinely visited classrooms to watch teachers carry out their pedagogical tasks, while only 6.3% strongly agreed. They probably saw this as being unprofessional, but it resulted in instructors being lazy, which caused academic performance in Meru County's public elementary schools to be below average. However, TSC has addressed this issue following the implementation of teacher performance appraisal and development, a method for monitoring and evaluating teachers' performance at the school level. This method includes setting performance targets, conducting periodic assessments, receiving feedback on evaluations, performing based

on those evaluations, assembling performance evidence, rating performance, identifying performance gaps, and planning for teacher development.

Table 4.9 reveals that the majority of head teachers 41.3% strongly disagreed with the claim that they regularly observed the teaching process, while only 4.8% strongly agreed and just 9.5% were undecided. This suggests that the majority of head teachers in Meru County's public primary schools never saw the teaching process, which may have contributed to the county's public schools' below-average performance on the KCPE examinations. 4.8% against 13.9% of the instructors strongly agreed that the head teachers should personally monitor the attendance of teachers. This discrepancy was likely caused by teachers trying their best to convey the material because they believed they were being closely watched by the head teachers. This conclusion is in line with Wanjugu's (2011) finding that head teachers performed other tasks that weren't very crucial for facilitating curricular instruction.

According to Table 4.9 findings, the majority of head teachers 31.7% strongly disagreed with the notion that they regularly observed how teachers attended class. Only 7.9% of the head teachers said they did observe teachers as they attended class, and 12.7% strongly agreed that they did. This research suggests that the persistently average KCPE exam performance in public elementary schools may be due to the laziness of head teachers who failed to keep an eye on how teachers are participating in class. Therefore, this can be one of the key reasons why students perform poorly in school. The results of this study corroborate those of Ngunjiri (2012), who showed that the primary goal of classroom visits was to urge teachers to become more focused

on their job and identify difficulties during monitoring. Teachers were also encouraged to improve their problem-solving abilities.

Teachers were questioned regarding the impact of head teachers' oversight of teachers' implementation of the curriculum on students' achievement in the KCPE exams. Table 4.10 presents the responses.

**Table 4.10 Teachers' Responses on the Influence of Supervision of Curriculum Implementation by Head Teachers on Pupils' Performance in KCPE Examinations**

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	f	%	F	%
1.The h/t monitors teachers in classes.	312	40.1	191	24.6	34	4.4	133	17.1	108	13.9
2.The h/t monitors content coverage by teachers.	93	12.0	136	17.5	37	4.8	19	2.5	315	40.5
3.The h/t checks pupils' note books.	139	17.9	224	28.8	66	8.5	204	26.2	144	18.5
4.The h/t monitors assignments issued.	327	42.1	228	29.3	15	2.0	130	16.7	77	9.9
5.The h/t checks teachers' professional documents.	343	44.1	253	32.5	47	6.0	71	9.1	65	8.3
6.The h/t monitors lessons' attendance.	345	44.4	247	31.7	40	5.2	72	9.2	74	9.5

**n=778**

According to data in Table 4.10, the majority of instructors, 40.1%, strongly opposed that head teachers personally checked the presence of the teachers in classes, while only 13.9% strongly agreed. On whether the head instructors physically checked on students' attendance in lessons, just 4.4% were unsure. This suggests that the majority of head teachers did not observe teachers as they performed their educational tasks in class. The majority of head teachers 47.6% of them strongly agreed that they routinely monitored the presence of teachers in classes during lessons, which runs counter to this notion. This would imply that the primary school principals or head teachers acting as the supervisors of the teaching force in public schools and the TSC, acting as the manager of the teaching force in those schools, freely negotiated the performance contract. The TSC Handbook (2015) states that the performance contract was a TSC management tool for measuring performance against set performance targets.

Table 4.10 reveals that the majority of teachers, 40.5%, strongly agreed that the head teachers reviewed the material covering by the instructors, while only 12.3% strongly disagreed and 4.8% were unsure of the answer. This was in line with the opinions of the head teachers, the majority of whom (36.5%) strongly agreed that they examined content coverage on a frequent basis. Although it was unclear whether every teacher in Meru County's public elementary schools followed the suggested curriculum on time, this suggests that the bulk of them were more responsible in their content delivery.

Table 4.10 reveals that the majority of teachers 28.8% disagreed that the head teachers reviewed the students' notebooks, while only 17.9% strongly disagreed and 8.5% were undecided on the same topic. This opinion runs counter to that of the majority of head teachers, 33.3% of whom

strongly agreed that they checked students' notebooks on a frequent basis. These results, however, support Firestone and Rien's (2008) contention that reviewing students' notebooks has no discernible impact on their performance. Mulatya, Okoth, and Mugambi (2021) discovered a positive connection in a divergent perspective.

The majority, 42.1%, strongly disagreed that the head teachers checked whether assignments were distributed and graded by instructors, while 9.9% strongly agreed with this assertion, according to Table 4.10. The majority of head teachers, or 39.7%, strongly agreed that they watched how assignments were given out by teachers in their local schools, which is in contrast to this statement.

In regards to the checking of teachers' professional documents, Table 4.10 reveals that the majority, 44.1%, strongly disapproved that head teachers verified teachers' professional documents, while only 8.3% strongly agreed. Only 6.0% of people were unsure about this claim, though. However, this can be one of the key reasons why students in Meru County's public elementary schools perform poorly academically. The results of this study are consistent with those of Ngunjiri (2012), who discovered that teachers must create and maintain professional documentation such lesson plans, progressive records of work, schemes of work, and class attendance registers. This is further corroborated by Okoth (2018), who discovered that principals who reviewed professional records received high ratings from teachers and that pupils' academic performance had improved.

In relation to head teachers monitoring teachers' attendance in lessons, Table 4.10 reveals that the majority of teachers 44.4% strongly disagree with this statement, while just 9.5% strongly

agree and 5.2% strongly disagree. The majority of head teachers 31.7% of them strongly disagreed that they routinely watched instructors when they attended lessons, but this is in line with their opinions as well. This suggests that head teachers missed this essential role that could have benefited students' academic achievement because they were preoccupied with administrative duties.

The researcher used focus groups to get opinions from students on the impact of head teachers' oversight of curriculum implementation on students' performance in KCPE exams. During the conversations, numerous objects were presented to the students, and each student's response varied.

On whether head teachers visited their classes to check on curriculum implementation by teachers, one pupil in one of the focus group discussions said:

“One day the head teacher visited our class when we were making a lot of noise when our teacher of English was absent. The following day, our teacher spent more than twenty minutes threatening us for reporting her absenteeism to the head teacher.”

This implies that majority of head teachers in public primary schools in Meru County spared their time to visit classes to identify the presence of teachers. It is not surprising that some teachers failed to attend their lessons and this might be one of the causes of poor results in KCPE examinations. This finding concurs with Reche, et al. (2012) who found that most teachers were absent from schools leading to poor pupils' academic performance.

When the pupils were asked on whether the head teachers checked their note books to ascertain content coverage, one pupil in one of the group discussions reported:

“The head teacher has never checked our note books and even our subject teachers do not check them regularly. It is only the teacher of English who sometimes marks our compositions and the teacher of mathematics who checks those who have completed homeworks.”

This shows the head teachers’ laxity in supervision of curriculum implementation by teachers. It implies that head teachers in public primary schools in Meru County were too busy with administrative responsibilities to extent of supervising teachers as they implemented the recommended curriculum.

During group discussion pupils were asked on whether head teachers monitored assignments given by teachers. One pupil in one of the focus group discussions said:

“Our head teacher has entered our class three times this term but only to get lists of noise makers from the class prefect but he never checked our assignment books.”

Hence this could be one of the causes of poor academic performance in public schools in Meru County since the head teachers failed to monitor assignments given by teachers.

When asked whether head teachers visited their classes as teachers conducted their pedagogical duties, one pupil by the name Kanana (not her real name) in one of the focus group discussions said:

“One day our head master entered our class and sat at the back of the class while our teacher of History and Government was introducing a new topic and all the pupils became so nervous until our teacher told us to welcome our head teacher with hand claps to be one of our classmates. The reason why we were not comfortable while the head teachers was in our class is because he had never come to our class before.”



This implies that head teachers rarely visited classes to monitor teachers as teaching and learning took place. This finding concurs with Ngunjiri (2012) who found that class room visit encourages teachers to be keen on their work and are able to detect problems and in the process teachers get motivated to develop problem-solving skills.

On whether that head teachers monitored teachers' control of their classes, Murimi (not his real name) said:

“This term our teacher of science separated two boys who were fighting during the lesson”.

Another pupil in one of the focus group discussions noted:

“This term while our mathematics teacher was explaining a sum on the black board, a naughty boy threw a tone at the teacher and the whole class was forced to kneel down until when we identified the culprit”.

This implies that most of the teachers lacked control of their classes due to failure of head teachers to monitor and check on their firmness while carrying out their pedagogical duties hence poor academic performance.

#### **4.7 Relationship between Supervision of Curriculum Implementation by Head teachers and Pupils' Performance in KCPE examinations.**

The research sought to establish whether a significant relationship existed between supervision of curriculum implementation by head teachers and pupils' performance in KCPE examinations.

This hypothesis was tested and the findings are presented below:

Ho2. There was no significant relationship between supervision of curriculum implementation by head teachers and pupils' performance in KCPE examinations.

Ha2. There was significant relationship between supervision of curriculum implementation by head teachers and pupils' performance in KCPE examinations.

Correlation of Pearson Product Moments coefficient was used to determine whether there was a relationship and how strong it was between head teachers' oversight of curriculum implementation and students' performance on the KCPE exams in Meru County's public schools. The alternative hypothesis was approved because the significance level was less than the threshold level at 0.05 (Orodho, et al, 2016). As a result, there was a strong correlation between students' success in KCPE exams and the head teachers' oversight of curriculum implementation. On Table 4.11, this relationship is depicted.

**Table 4.11 Correlation Coefficient Between Supervision of Curriculum Implementation by Head Teachers and Pupils' Performance in KCPE examinations.**

		Supervision of curriculum implementation.	Pupils' performance in KCPE.
Supervision of curriculum implementation.	Pearson Correlation	1	0.333
	Sig. (2-tailed)		0.0011
	N	65	65

According to data in Table 4.11, there was a correlation between curriculum implementation oversight and students' achievement on the KCPE exam of 0.333, with a significance level of 0.0011. This level of significance is below the 0.05 threshold that is considered acceptable (Orodho, et al, 2016). As a result, the alternative hypothesis was accepted and the null hypothesis was rejected. This suggests that there was a strong correlation between head

teachers' oversight of the curriculum's implementation and students' success in the KCPE exams. For students' academic growth, head teachers must therefore regularly visit classes and evaluate lesson plans, schemes of work, and lesson notes utilized by teachers.

#### **4.8 Influence of Provision of Teaching and Learning Materials by Head Teachers on Pupils' Performance in KCPE Examinations.**

The researcher sought to investigate the influence of head teachers' strategy of procurement of teaching and learning materials on pupils' performance in KCPE examinations in public schools in Meru County. A number of items were included in the two sets of questionnaire for both head teachers and teachers and the findings are presented in Tables 4.12 and 4.13.

**Table 4.12 Head Teachers' Responses on the Influence of Provision and supervision of effective utilization of Teaching and Learning Materials on Pupils' Performance in KCPE Examinations.**

Statement	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
1.Procurement committee does not exist in my school.	5	7.9	11	17.5	9	14.3	18	27.0	22	33.3
2.Procurement committee awards tenders.	19	28.6	20	30.1	5	7.9	11	17.5	10	15.9
3.Feacibility study is done before T/L materials are bought.	25	38.5	22	32.9	3	5.2	8	21.3	7	11.1
4.The quality of T/L materials is verified by pro. Committee.	28	42.1	19	29.3	1	2.0	11	16.7	6	9.9

5. T/L materials are supplied in good time. 29 44.6 21 32.4 4 6.1 6 9.2 5 7.7

6. My school has adequate T/L materials. 29 44.6 21 32.4 3 4.6 6 9.2 6 9.2

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**n=65**

Finding in Table 4.12 reveals that 27.0% of head teachers and 33.3% of them strongly agreed that their schools had procurement committees. There were procurement committees, but only 7.9% of the head teachers strongly opposed, and 7.9% of the head teachers disagreed on the same statement. However, 14.3% of the head teachers weren't sure about this claim. This suggests that the majority of the head teachers were in agreement that their schools have procurement committees. The results of this study support Kuria's (2013) finding that there is a procurement gap for products and services in the majority of public secondary schools, particularly in rural parts of Kenya.

Finding in Table 4.12 reveals that while 15.9% of head teachers strongly agreed that procurement committees awarded tenders and 17.5% of head teachers agreed on this claim, 30.1% of head teachers disagreed and 28.6% strongly disagreed with this claim. However, 7.9% of the head teachers were unsure about this. This was a blatant sign that the majority of schools lacked procurement committees to select bidders. According to the Republic of Kenya (2012), this suggests that numerous public elementary schools in Meru County did not have their tenders granted in accordance with the 2005 Public Procurement and Disposal Act.

Findings in Table 4.12 reveal that the majority of head teachers 38.5% strongly disagree with the assertion that feasibility studies were carried out in schools prior to the purchase of instructional materials, whereas 32.9% of head teachers disagree with this assertion. Despite the fact that just 11.1% of head teachers strongly agreed that feasibility studies had been done, 21.3% of them agreed that this was the case. Only 5.2% of the head teachers were unsure about this claim, though. This suggests that the majority of Meru County's public primary schools did not conduct a feasibility analysis prior to purchasing instructional materials. This suggests that the majority of the public primary schools in Meru County received instructional materials that were ineffectively implemented in the classrooms.

The majority of the head teachers, 42.1% of whom strongly disagreed, and 29.3% of whom disagreed, according to Table 4.12's findings, did not believe that the procurement committee had evaluated the quality of the teaching and learning materials. However, only 9.9% of the head teachers firmly agreed, and 16.7% of the head teachers agreed, that the quality of the teaching and learning materials had been validated. However, only 2.0% of the head teachers were unsure about this claim. This suggests that the procurement committees in the majority of the public primary schools in Meru County did not verify the instructional materials. This result is in line with Konchar's (2012) conclusion that teachers must acquire the necessary and pertinent teaching resources to supplement classroom discussion and text books in order to garner and pique students' interest in the subject.

According to Table 4.12, the majority of head teachers 44.0% strongly disagreed that teaching and learning materials were provided on time, whereas 32.4% disagreed. However, only 7.7% of

the head teachers strongly agreed with this assertion, while 9.2% of them also felt that the teaching and learning materials were provided on time, and 5.2% were undecided. This suggests that the majority of the public elementary schools in Meru County did not receive their instruction and learning materials on time. These results are consistent with those of Birimana and Orodho (2014), who discovered a substantial positive link between students' academic achievement and the caliber and sufficiency of textbooks and other teaching and learning materials.

Finding in Table 4.12 reveals that the majority of head teachers strongly disagreed with the statement that their schools had adequate teaching and learning materials, with 44.4% strongly disagreeing and 32.4% strongly agreeing, while only 9.2% strongly agreed and a similar percentage of head teachers agreed. However, 5.2% of head teachers were unsure about the statement. This suggests that the majority of Meru County's public primary schools lacked sufficient teaching and learning resources. This result supports Eshiwani's (2008) assertion that insufficient instructional resources have a negative impact on students' academic success in all types of educational institutions. The results are in line with those of Afolabi and Adeleke (2010), who discovered that a lack of accessibility, inadequacy, and non-use of instructional resources led to teachers' inadequate knowledge and was a contributing factor in their use of the lecture technique.

The researcher also asked the teachers if there was any correlation between the selection and oversight of the efficient use of teaching and learning materials and the performance of the

students in the KCPE examinations. Teachers were asked to reply to a number of designed items.

Table 4.13 presents the results.

**Table 4.13 Teachers' Responses on the Influence of Provision of Teaching and Learning Materials on Pupils' Performance in KCPE Examinations.**

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	f	%
1.A procurement committee exists in our school.	222	28.6	256	32.9	65	8.3	16	21.5	68	8.7
							7			
2.Tenders are awarded by procurement committee.	204	26.2	278	35.7	53	6.8	15	19.4	93	11.9
							1			
3.Feasibility study is done before buying T/L materials.	151	19.4	232	29.8	77	9.9	19	25.0	12	15.9
							4		4	
4.The quality of T/L materials is verified by the p. committee.	219	28.2	253	32.5	16	2.0	13	17.5	15	19.8
							6		4	
5.T/L materials are supplied in our school in good time.	173	22.2	243	31.2	26	3.3	19	24.8	14	18.7
							3		5	
6.Our school has adequate T/L materials.	322	41.4	188	24.2	16	2.1	11	14.6	13	17.7
							4		8	

**n=778**

Finding in Table 4.13 reveals that 28.6% of teachers strongly disagreed with the existence of procurement committees in their schools, while 32.9% of teachers disagreed with this statement. While 21.5% of the instructors and 8.7% of them strongly agreed with this assertion, respectively. However, just 8.3% of the teachers were unsure about this claim. This suggests that the majority of the professors denied the existence of procurement committees in their institutions. The majority of head teachers, or 33.3 of them, firmly agreed that their individual schools did not have a procurement committee, but they also held the same position.

According to Table 4.13, the majority of teachers 35.7% disagreed that procurement committees awarded tenders, and 26.2% of them strongly disagreed. However, 19.4% of teachers and 11.9% of teachers strongly agreed with this assertion, while 6.8% of teachers had no strong opinion. This demonstrates that the majority of instructors claimed that procurement committees did not choose the winners of tenders. This conclusion is in line with that of the head teachers, 30.1% of whom disagreed that the procurement committee granted contracts. This suggests that the Public Procurement and Disposal Act of 2005 was not followed properly while awarding tenders (Republic of Kenya, 2012).

Finding in Table 4.13 reveals that the majority of teachers 29.8% of them disagreed that feasibility studies had been carried out prior to the purchase of instructional and learning materials, and 19.4% of them strongly disagreed. However, only 25.0% of the teachers believed that feasibility studies were carried out before purchasing teaching and learning resources, while 15.9% of the instructors strongly agreed. However, just 9.9% of the teachers were unsure about



this claim. This indicates that the majority of teachers claimed that no feasibility assessments were carried out prior to the acquisition of teaching and learning resources. This result is consistent with the opinions of the head teachers, the majority of whom 38.5% strongly disagreed that feasibility assessments were conducted before purchasing instructional materials. This suggests that schools provided teaching and learning materials that were not appropriate. These results concur with those of Eshiwani (2008), who discovered that insufficient instructional resources have an impact on academic attainment.

Table 4.13 demonstrates that the majority of teachers 32.5% disagreed with the statement that the procurement committee had verified the quality of teaching and learning materials, while 28.2% of teachers strongly disagreed. Meanwhile, 17.5% of teachers agreed with the statement, and 19.8% of teachers strongly agreed. Only 2.0% of teachers were undecided. This suggests that the majority of instructors in Meru County's public primary schools claimed that the procurement committees never checked the caliber of the instructional materials. This result is consistent with the opinions of the head teachers, 42.1% of whom strongly disagreed that the procurement committee had verified the teaching and learning materials. These results support Wanyama's (2013) findings that improved understanding of more complex concepts was significantly influenced by teaching and learning materials of a high caliber. Lyon and Macral (2012) showed that the number and quality of teaching and learning resources had an impact on students' academic achievement, which lends credibility to the study's findings.

Finding in Table 4.13 shows that while 18.7% of teachers strongly agreed and 24.8% of teachers agreed that teaching and learning materials were supplied on time, 31.2% of teachers disagreed

and 22.2% of teachers strongly disagreed with this statement. However, only 3.3% of the teachers were unsure about this claim. This was a blatant sign that the majority of Meru County's public elementary schools lacked timely access to instructional materials. This result is consistent with the findings of the head teachers, 44.0% of whom strongly disagreed with the statement that teaching and learning materials were provided on time. The results of this study are consistent with those of Gathumbi, Mungai, and Hintze (2010) who discovered that there were not adequate physical amenities in primary schools in Kandara Division of Muranga South District due to overcrowded classes and insufficient restrooms. The consequence is that some students learned while standing and became fatigued relatively early in the day, which reduced the effectiveness of their learning and had a detrimental impact on their academic achievement.

Table 4.13 reveals that the majority of teachers 41.4%, 24.2%, and 17.7% strongly disagreed that their schools had enough teaching and learning resources, while 14.6% and 17.7% of teachers strongly agreed and only 2.1% of teachers were undecided regarding this claim. This suggests that there was a lack of appropriate teaching and learning resources in the majority of the public primary schools. This result is in line with that of head teachers, 44.4% of whom strongly disagreed that the instructional resources in their institutions were adequate. These results support those of Onyara (2013), who discovered a direct link between kids' academic performance and the availability of physical school amenities. The results are in line with those of Okoth (2014), who discovered that head teachers were unable to provide sufficient learning resources since they were dependent on government grants and the schools had a finite amount of money. Learning materials, on the other hand, increase student participation, which supports autonomous learning.

The researcher used focus groups to get opinions from students on the impact of head teachers' purchases of instructional materials on students' performance in KCPE exams. The reactions varied depending on the different objects that were shown.

On whether schools had sufficient text books and revision materials in all subjects, one pupil in one of the focus group discussions said:

“We have only three text books for English subject in our class. There is no single revision book in our class, we borrow such books from our neighbouring school.”

This suggests that head teachers in the majority of the public primary schools in Meru County made dubious purchases of instructional materials, which negatively impacted students' performance in the KCPE exams. This result is consistent with Lyon and Macral's (2012) conclusion that the purchase of instructional materials had an impact on students' performance.

One student in one of the focus groups reported: "When pupils were asked if teaching and learning materials were procured on good time."

“In our school, we received new text books and revision books in second term while none of them were supplied in first term”.

This implies that teaching and learning materials were not procured in good time to enable pupils use them at appropriate time hence affecting the performance in KCPE examinations. This finding concurs with Momoh (2010) who found that when teaching and learning resources are

delayed in procurement, are inadequate and under utilized, education is compromised and this inevitably is reflected in low academic achievement, high dropout rates, poor teacher motivation and failure to achieve educational goals.

On whether the procurement committee checked the quality of teaching and learning materials procured in schools, one pupil in one of the focus group discussions said:

“In our school, nobody checks whether teaching and learning materials are in good condition. For example, our teacher of Social Studies used a torn Atlas and a torn wall map which did not display clearly the names of some Countries.”

This suggests that most public elementary schools in Meru County did not have procurement committees on hand to evaluate the caliber of the instructional materials offered. Since the teaching and learning materials were in poor condition, this might have had an impact on the students' performance in the KCPE examinations. This result is consistent with Onyara's (2013) finding that there is a direct correlation between students' academic achievement and the accessibility, effectiveness, and utilization of school amenities in educational institutions. This concurs with the findings of Mwangi and Nyaga (2011), who discovered that the availability and caliber of school facilities as well as other suitable teaching and learning resources contribute to good academic achievement.

About confirmation of the shortage of teaching and learning materials before they were procured in schools, one pupil in one of the focus group discussions said:

“In our school, nobody has ever asked us on whether there was shortage of text books or revision materials before new ones were bought. Sometimes we have excess books in some subjects while shortage in other subjects”

This implies that most the public primary schools had shortage of text books in some subjects and this affected pupils’ performance in KCPE examinations. This finding concurs with Eshiwani (2008) who found that inadequate and irrelevant instructional resources affect academic achievement.

#### **4.9 Ha3 Testing Between Provision of Teaching and Learning Materials and Pupils’ Performance in KCPE Examinations.**

The purpose of the study was to determine whether there was a significant correlation between students' performance on the KCPE tests and the acquisition and supervision of efficient use of teaching and learning resources. This theory was investigated, and the results are shown below:

Ha3. There is significant relationship between provision of teaching and learning materials and pupils’ performance in KCPE examinations.

Pearson Product Moment Correlation Coefficient referred to as Pearson R test was applied for testing whether relationship existed or did not exist and the strength of relationship between provision of teaching and learning materials by head teachers and pupils’ performance in KCPE examination in public primary schools in Meru County. The significance level also referred to as alpha ( $\alpha$ ) was determined. The statistical analysis showed that the significance level was below the level of 0.05 (Orodho, et al, 2016), hence the alternative hypothesis was accepted hence there was significant relationship between provision of teaching and learning materials by head

teachers and pupils' performance in KCPE examinations. This relationship is shown on Table 4.14.

**Table 4.14 Correlation Coefficient Between Provision of Teaching and Learning Materials and Pupils' Performance in KCPE Examinations.**

		Provision of Pupils' performance teaching and in KCPE learning materials. examinations.
Provision of teaching and learning materials.	Pearson correlation	1
	Sig. (2-tailed)	0.491
	N	0.0019
		65

According to Table 4.18, there was a 0.491 correlation coefficient between the purchase of instructional materials and students' achievement on the KCPE examinations, with a significance level or alpha of 0.0019. This level of significance is below the standard threshold of 0.05 (Orodho, et al., 2016). The alternative hypothesis, according to which there is a substantial correlation between students' performance in KCPE examinations and the availability of teaching and learning resources by head teachers, was accepted in place of the null hypothesis. In order to increase students' academic performance, head teachers must make sure that appropriate revision materials, reference materials, and stationery are available.

#### **4.10 Influence of Facilitation of Teachers' Professional Growth by Head Teachers on Pupils' Performance in KCPE Examinations.**

The researcher sought to investigate the influence of head teachers' strategy of facilitation of teachers' professional growth on pupils' performance in KCPE examinations. A number of items

were included in the questionnaire for the head teachers and teachers and their responses presented in Tables 4.15 and 4.16.

**Table 4.15 Head Teachers’ Responses on the Influence of Facilitation of Teachers’ Professional Growth by Head Teachers on Pupils’ Performance in KCPE Examinations.**

Statement	SD		D		U		A		SA	
	f	%	F	%	F	%	F	%	f	%
1.I involve of community to facilitate teachers’ professional growth.	16	23.8	11	17.5	2	3.2	13	20.6	23	34.9
2. I provide fare for teachers to attend workshops.	11	17.5	7	11.1	4	6.4	18	27.0	25	38.1
3.I identify teachers fairly to attend workshops.	5	7.9	7	11.1	8	12.7	19	28.6	26	39.7
4.Teachers who attend workshops learn new teaching and learning methods.	6	9.5	8	12.7	3	4.8	20	30.2	28	42.8
5.I write commendation letters to teachers who attend workshops.	22	33.3	15	22.2	4	6.4	13	20.6	11	17.5
6.Teachers who attend workshops	5	7.9	7	11.1	8	12.7	19	28.6	26	39.7

are awarded certificates by the school and the workshop organizers.

7. Workshops promote confidence among teachers in content delivery.	20	30.1	9	14.3	2	3.2	15	23.8	19	28.6
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**n=65**

Finding in Table 4.15 reveals that 20.6% of head teachers and 34.9% of them strongly agreed that they should involve the community in raising money to support teachers' professional development. However, 17.5% of the head teachers disapproved, and 23.8% of them severely disapproved, of their decision to include the community in fund raising to support teachers' professional development. Only 3.2% of the head teachers were unsure about this claim, though. This suggests that the majority of head teachers in Meru County's public elementary schools engaged the local communities in fund collecting to support teachers' professional development. This suggests that the majority of the public schools in Meru County engaged with the locals, particularly when it came to fund-raising efforts to raise student achievement levels. The results of this study were corroborated by Ngunjiri (2012), who discovered that a school head teacher's administrative duties included fostering better ties with the neighborhood. He also noted that parental views toward the school have a substantial impact on students' academic achievement.

Table 4.15 demonstrates that the majority of head teachers 38.1% of them strongly agreed agreed that they paid the bus fare for teachers to attend workshops held outside of the school, as did



27.0% of them. Only 17.5% of the head teachers strongly disagreed with this assertion, and only 11.1% of the head teachers disagreed, while 6.4% of the head teachers were undecided. This indicates that the majority of the principals of the public schools in Meru County confirmed that they paid for teachers to travel to workshops. This provided teachers with incentive, but it had little to do with how well the students were doing in school. These results are consistent with those of Aacha (2010), who discovered that all instructors in schools must be content in their jobs in order for their performance to rise and for them to like what they do, which raises students' academic achievement.

Table 4.15's findings indicate that the majority of head teachers 39.7% of them strongly agreed that they fairly identified teachers who attended workshops, and 28.6% of them also agreed with this statement. However, just 7.9% of the head teachers strongly disagreed with this assertion, while 11.1% of the head teachers agreed. However, 12.7% of the head teachers were unsure of their position. This suggests that the majority of head teachers in public elementary schools fairly recognized teachers who attended workshops. Adeolu (2012) agrees that fair selection of attendees and careful planning are necessary for structured trainings like workshops to be successful. This will ensure that participants are well informed of the training's objectives. The knowledge exchange that takes place during a workshop gives teachers the chance to advance their professional development and sharpen their skills.

According to Table 4.15, the majority of head teachers, 42.8% strongly agreed that teachers who attended workshops picked up new teaching techniques, and 30.2% of head teachers also agreed with this assertion. However, a small minority 9.5% of head teachers strongly disagreed with this

assertion, as did 12.7% of them, and just 4.8% of them did not reply at all. This demonstrates that the majority of the head teachers in Meru County's public schools have attested to the fact that instructors who participate in workshops get new instructional techniques. Even though these teachers were supposed to help the students do better academically, this was not always the case in the schools where they worked. These results are consistent with a study by Mungai and Njoki (2012), which found that while professional development programs were designed to increase teachers' capacity, their main drawback was that they were structured to provide temporary fixes for the problems that teachers in the immediate vicinity were experiencing. However, there were no follow-up training initiatives to determine whether instructors profited from the courses they took. Professional development appraisal is a major predictor of teacher performance, according to Otieno, Matula, and Okoth (2021).

Table 4.15 reveals that the majority of head teachers 39.7% of them strongly agreed strongly agreed that certificates should be given to teachers who attend training sessions at their schools and by the workshop organizers. Only 28.6% of head teachers disagreed with this statement, while 7.9% strongly disagreed and 12.7% disagreed. However, only 4.8% of the head teachers were unsure about this claim. This was a blatant indicator that the majority of head teachers in Meru County's public schools received diplomas whenever they attended workshops, and that this occurred during education days planned at the school, Sub-County, and County levels, as well as during school assemblies. This suggests that the majority of head teachers treated teachers fairly by acknowledging them whenever they participated in additional trainings. This demonstrates that the majority of the head teachers in the public primary schools in Meru County were aware of the teachers who attended workshops, but that expectation was not met. These

results are consistent with a study by Kara (2010), who discovered that students' academic performance is improved when head teachers support the technical growth of their staff by recognizing instructors with diplomas, gifts, or verbal or written expressions of gratitude.

Finding in Table 4.15 reveals that the majority of head teachers 33.3% of them strongly disagreed did not write letters of commendation for teachers who attended workshops, while 22.2% of them did. However, only 6.4% of the head teachers did not answer to this statement, whereas 20.6% of the head teachers and 17.5% of them strongly agreed. This demonstrates that the majority of head teachers never sent letters of praise to teachers who participated in workshops. This suggests that the majority of instructors were not inspired by their heads of schools. These results are consistent with those of Kraft and Papay (2014), who discovered that over time, teachers become better at raising student achievement when they work in settings that provide meaningful opportunities for peer feedback, fruitful peer collaboration, responsive administrators, and a calm and orderly environment. Teachers' job happiness is positively impacted by the principals' fast feedback and collaborative style, which may result in improved performance (Shikokoti, Okoth, and Chepkonga, 2023)

Table 4.15 demonstrates that the majority of head teachers strongly disagreed with the statement that teachers who attended workshops increased their confidence in delivering lessons, with 30.1% disagreeing and 14.3% disagreeing, while 23.8% and 28.6% of respondents strongly agreed with the statement. Only 3.2% of head teachers were unsure of their position. This suggests that the majority of head teachers contested the idea that teachers who attended workshops increased their confidence in delivering the material. These results are consistent with a study conducted by Enueme and Egwunyenga (2010) of 20 randomly chosen teachers from 12

government-owned schools in the Nigerian city of Asaba. They discovered that head teachers actively encouraged the professional growth of their team. The studies also revealed that teachers' work effectiveness and confidence both increased with proper professional development.

The researcher also looked into how teachers felt about how head teachers' support of their professional development affected their students' success in KCPE examinations. Table 4.16 presents the results.

**Table 4.16 Teachers' Responses on the Influence of Facilitation of Teachers' Professional Growth by Head Teachers on Pupil' Performance in KCPE Examinations.**

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
1.The community is involved to facilitate teachers' P. growth.	235	30.2	271	34.9	9	1.2	138	17.8	124	15.9
2.The head teacher gives fare to teachers who attend workshops.	148	19.0	182	23.4	19	2.4	188	24.2	241	31.0
3.The head teacher identifies those to attend workshops fairly.	157	20.2	198	25.4	62	8.0	201	25.8	161	20.7
4.Teachers who attend workshops learn better instructional	240	30.8	275	35.3	25	3.2	102	13.1	137	17.6

methods.										
5.The school and the workshop organizers award certificates to teachers who attend workshops.	179	23.0	274	35.2	19	2.4	188	24.2	119	15.3
6.Commendation letters are written to teachers who attend workshops.	205	26.4	270	34.7	19	2.4	176	22.6	108	13.9
7.Workshops promote confidence to teachers in content delivery.	157	20.2	133	17.1	29	3.7	268	34.5	191	24.6

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**n=778**

According to Table 4.16's findings, the majority of teachers 34.9% strongly disagreed with the claim that local communities participated in money raising to support teachers' professional development. However, only 1.2% of the instructors were unsure about this assertion, while 15.9% of the teachers strongly agreed and 17.8% of the teachers agreed. This suggests that the majority of primary school teachers in Meru County's public schools said that their head teachers engaged the local communities in fund raising to support teachers' professional development. This goes against the findings of the head teachers, who found that 34.9% of them strongly agreed that they should involve the neighborhood in fundraising to support teachers' professional development.

Table 4.16 demonstrates that the majority, 31.0% strongly agreed, and 24.2% of the teachers agreed that the head teachers paid for teachers' travel whenever they attended workshops. However, 23.4% of the teachers and 19.0% of them strongly objected that head teachers paid for teachers' travel expenses to attend workshops. Just 2.4% of the teachers were unsure about this claim. This demonstrates that the majority of primary school teachers in Meru County's public schools indicated that their head teachers always paid for their travel expenses when they attended workshops. This result is consistent with that of the heads of schools, 38.1% of whom strongly felt that bus transportation for teachers attending seminars was something they did. This suggests that although students' academic achievement remained low, teachers who attended seminars were encouraged by their respective head teachers and thus were productive in their respective schools.

Table 4.16's results indicate that the majority of teachers 25.8% agreed that head teachers chose teachers to attend workshops in a fair manner, and 20.7% of the teachers strongly agreed. However, 25.4% of the teachers and 20.2% of the teachers disagreed strongly with the claim that instructors who attended workshops were fairly chosen. 8.0% of the instructors were split on whether the head teachers exercised justice when choosing the teachers who attended workshops. This was a blatant sign that the majority of head teachers chose their workshop attendees very carefully. The majority of head teachers, or 39.7%, strongly felt that they had chosen teachers for workshops in a fair manner.

Table 4.16 demonstrates that the majority of instructors 35.3% strongly disagreed with the claim that teachers who attended workshops learned superior instructional approaches. However,

13.1% of the instructors and 17.6% strongly agreed that teachers who attended workshops learned superior teaching and learning approaches. 3.2% of the teachers were unsure as to whether or not attending seminars benefited them in any manner. This suggests that the majority of the teachers who answered to the survey indicated that they used superior instructional approaches while delivering content after attending workshops. This demonstrates that supporting educators to attend seminars had little to no impact on students' academic success. The majority of head teachers, 42.8%, strongly believed that teachers who attended workshops implemented new instructional approaches, although this conclusion is in direct opposition to those findings.

Finding in Table 4.16 reveals that 23.0% of teachers strongly disagreed with the statement that the school and workshop organizers gave instructors certificates whenever they attended trainings, with 35.2% of teachers disagreeing. However, only 2.4% of the instructors were unsure about this assertion, whereas 15.2% of the teachers strongly agreed with it. This demonstrates that the majority of teachers received certificates for their participation in outside-of-school training. A plurality of head teachers 39.7% strongly felt that certificates were given to teachers who attended workshops, which was in direct opposition to these findings. However, since instructors were the only ones in the workshop, it may be inferred that they presented the accurate picture. This may have negatively impacted their motivation to deliver content, which in turn affected students' academic achievement.

Table 4.16 reveals that the majority of teachers 34.7% disagree that head teachers submitted letters of commendation to teachers who attended workshops, whereas 13.9% strongly agreed

and 2.4% were undecided on this statement. This suggests that the majority of teachers claimed that head teachers never sent letters of praise to instructors who participated in workshops. However, this resulted in low teacher morale and poor instruction. The majority of head teachers, 33.3%, strongly disagreed that they provided letters of commendation to teachers who attended workshops outside of the school, which conclusion is consistent with.

Finding in Table 4.16 reveals that the majority of teachers, 34.5%, believed that attending workshops gave teachers more confidence in how to communicate information, and 24.6% of teachers strongly agreed with this assertion. However, 20.2% of the teachers and 17.1% of the respondents strongly disagreed with this assertion. 3.7% of the teachers were split on this, though, which is a small number. This suggests that the majority of the teachers who took part in the research reported that workshops were crucial for delivering curriculum. This result, however, conflicts with findings from head teachers, where the majority, 30.1%, strongly disagreed that workshops increased teachers' confidence in their ability to convey curriculum. These results are consistent with Pelton's (2013) research on the connection between instructors' capacity building and students' academic progress. The study discovered a substantial correlation between kids' academic achievement and teachers who had undertaken training programs. The study also discovered that workshops for teachers boosted their talents in the classroom and gave them more confidence when delivering lessons. The study also discovered that instructors become more professional and improved in their careers as a result of capacity building initiatives.



Further evidence was required to support the study' conclusion that there was little to no correlation between students' success in KCPE examinations and head teachers' support of teachers' professional development. The null hypothesis that head teachers' support of teachers' professional growth strategies has no statistical relevance on students' achievement in the KCPE examinations was rejected since there was an insignificant degree of significance. This is in line with the findings of Ocham and Okoth (2015), who discovered that teachers' performance of their duties was positively impacted by the head teachers' support for their professional development. The study concluded that in order to enhance students' performance on KCPE examinations in Meru County, head teachers needed to be more watchful in facilitating teachers' professional development.

The researcher used focus groups to elicit student opinions about how head teachers' support for teachers' professional development affected students' performance in KCPE examinations. Depending on the questions asked of the respondents, the findings were presented thematically in the form of tales.

One student in one of the focus groups commented on the head teachers' engagement of the communities whenever money raising was done to support teachers' professional development.

“When we had a fund raising in our school last year, parents from around the school provided items like sugar canes, bananas, yams, arrow roots and nipier grass to boost the funds drive. More so the chief guest was a neighbor to the school who was also an old boy of the school”.

This implies that most the head teachers involed the community during fund raisings to get money in order to facilitate teachers' professional growth.

On the item on motivation of pupils to work work hard by teachers who enrolled for further studies, a pupil in one of the focus group discussions said:

“In our school, we feel motivated by teachers who go for further studies during school holidays. This is because teachers make us realize that we need to put more effort in our studies to enable us perform better in KCPE examinations and be admitted in extra County or national schools and thereafter to public universities.”

About missing lessons when teachers attended seminars and arrangements made head teachers, it was noted that there was no arrangement made by head teachers to attend missed lessons. A pupil in one of the focus group discussions said:

“Last term we lost lessons for mathematics for three days because our teacher had attended a seminar at the County head quarter.”

However, facilitation of teachers’ professional growth by head teachers might be beneficial to teachers, pupils might be affected negatively through incomplete syllabus coverage.

On the item of innovation of content delivery by teachers who attended seminars, a pupil in a focus group discussion remarked:

“This term our teacher of Science who attended a workshop in Nairobi is no longer boring as he was before. Nowadays he has become very innovative such that uses teaching aids such as plants, diagrams, live animals like rabbits to explain points. Hence the lessons become very interesting and were are able to pass in the subject”.

Therefore, instructors who are given the opportunity to advance their careers by their principals through participation in seminars aid students in improving their academic performance. This result supports the findings of Abdu-Rahheem and Oluwagbohunmi (2015), who discovered that

talented and resourceful teachers must invent the essential instructional teaching and learning resources to support academic standards in Nigerian schools.

When asked about whether teachers attended workshops were awarded with certificates during education days, one of the pupils in a focus group discussion stated:

“During education day in our school last term, our teachers of English and Mathematics were awarded certificates for attending symposiums at the County head quarters”.

Hence recognition of teachers through award of certificated is one of the ways of facilitating teachers to grow professionally and this might have motivated pupils to work hard in their studies to improve their academic performance.

#### **4.11 Ha4 Testing on facilitation of teachers’ professional growth by head teachers and Pupils’ Performance in KCPE Examinations.**

The purpose of the study was to determine whether there was a significant correlation between students' performance on the KCPE examinations and how well head teachers supported teachers' professional development. This theory was investigated, and the results are shown below:

Ha4: There is a strong correlation between student achievement in KCPE examinations and how well head teachers support teachers' professional development.

Correlation of Pearson Product Moments was used to determine the strength of the association and the existence of a relationship between the performance of students in KCPE examinations in Meru County public schools and how well head teachers support teachers' professional growth. It was decided what the significance level, often known as alpha ( $\alpha$ ), was. The

alternative hypothesis was accepted because the statistical analysis revealed that the significance level was less than the recognized level at 0.05 (Orodho, et al., 2016). This suggested that there was a strong correlation between students' achievement in KCPE examinations and the support of teachers' professional growth by head teachers. On Table 4.17, this relationship is depicted.

**Table 4.17 Correlation Coefficient Between Facilitation of Teachers’ Professional Growth by Head Teachers and Pupils’ Performance in KCPE Examinations.**

	Facilitation of teachers’ professional growth.	Pupils’ performance in KCPE.
Facilitation of teachers’ professional growth.	Pearson Correlation	0.298
	Sig. (2-tailed)	0.0024
	N	65

According to Table 4.17, the correlation coefficient between head teachers' support for teachers' professional development and students' performance on the KCPE exam was 0.298 with a significance level of 0.0024. According to Oddho et al. (2016), this significance level is less than the accepted level of 0.05. As a result, the alternative hypothesis was accepted and the null hypothesis was rejected. This suggests that there was a strong correlation between students' achievement in KCPE exams and the encouragement of teachers' professional growth by head teachers. In order to increase students' academic achievement, head teachers must encourage instructors to attend workshops, additional training, and seminars.

## 4.12 Analysis of Other Strategies that Influence Pupils' Performance in KCPE

### Examinations.

The researcher added open-ended questions to the questionnaire for the head teachers and teachers and to the focus group discussion for the students in order to learn more strategies that affected students' performance in KCPE examinations in addition to the administrative strategies used by head teachers, which served as the primary focus of this study. Therefore, to quickly describe the tactics used to affect students' performance in KCPE tests, the head teachers and teachers filled out open-ended questions, and the students answered to the focus group discussion items. Tables 4.18 through 4.19 display the study's findings.

### 4.13 Influence of Motivation of Teachers on Pupils' Performance in KCPE Examinations.

The researcher sought to find out from the head teachers how motivation of teachers influenced pupils' performance in KCPE examinations. The head teachers were asked how often they motivated teachers and the findings are shown in Table 4.18.

**Table 4.18 Head Teachers' Responses on the Influence of the rate of motivation of teachers and its influence on pupils' performance in KCPE Examinations.**

Motivation rate	Number of h/teachers who confirmed	Percentage
Regularly	5	7.7
Termly	11	17.0
Yearly	40	61.5
Rarely	9	13.8
<b>Total</b>	<b>65</b>	<b>100.0</b>

Table 4.18 reveals that the majority of head teachers 61.5% said they inspired teachers annually, while 13.8% said they did so infrequently, and only 7.7% said they did it consistently. This

suggests that the majority of head teachers only motivated teachers after the results of the KCPE examinations were announced and that they failed to motivate teachers for the term opener and end-of-term exams, which may have contributed to the poor performance in the KCPE exams. This supports the findings of Ocham and Okoth (2015), who discovered that when teachers lack motivation, absenteeism and students' subpar academic performance increase.

The researcher sought to find out from teachers how the number of times they were motivated and its influence on pupils' performance in KCPE examinations. The findings are presented in Table 4.19.

**Table 4.19 Teachers' Responses on the Influence of the rate of Motivation of teachers on Pupils' Performance in KCPE Examinations**

<b>Motivation rate</b>	<b>Number of teachers who confirmed</b>	<b>Percentage</b>
Regularly	36	4.6
Termly	60	7.7
Yearly	538	69.2
Rarely	144	18.5
<b>Total</b>	<b>778</b>	<b>100.0</b>

Table 4.19 reveals that the majority of instructors, 69.2%, stated they were motivated annually, 18.5% said they were rarely inspired, and only 4.6% claimed they were regularly motivated. Poor academic achievement in public primary schools in Meru County may have been primarily due to teachers who lacked consistent motivation. Therefore, even if the percentages varied, this agrees with the head teachers' response. This result is consistent with Ocham and Okoth's (2015)

finding that pupils' academic performance was improved when head teachers recognized instructors' accomplishments.

#### **4.14 Influence of Syllabus Coverage on Pupils' Performance in KCPE Examinations**

The researcher sought to find out from the head teachers the month when syllabus was covered by teachers and its influence on pupils' performance in KCPE examinations. The findings are presented in Table 4.20.

**Table 4.20 Head Teachers' Responses on the Influence of the month when the syllabus was covered by teachers and its influence on Pupils' Performance in KCPE Examinations.**

<b>Month for syllabus coverage</b>	<b>Number of h/teachers who confirmed</b>	<b>Percentage</b>
September	39	60.0
July	13	20.0
May	8	12.3
March	5	7.7
<b>Total</b>	<b>65</b>	<b>100.0</b>

Table 4.20 reveals that the majority, 60.0% of the head teachers, stated that the curriculum in their respective schools was anticipated to be finished by the month of September, while 20.0% stated that they anticipated finishing the curriculum by the month of July, and only 7.7% stated that the curriculum was anticipated to be finished by the month of March. Since the majority of the public elementary schools in Meru County finished their curricula just one month before the candidates took their national examinations, it appears that they did not have enough time for review. This finding is in line with that of Wekesa, Simatwa, and Okwach (2016), who discovered that when the syllabus is not sufficiently covered in a timely manner, the students

may be tested on material they did not study for or comprehend, which could result in subpar academic performance.

The researcher also wanted to learn from the teachers how the month they covered the curriculum and its impact on students' performance in KCPE examinations. Table 4.21 presents the findings.

**Table 4.21 Teachers' Responses on the Influence of the Month when they Covered the Syllabus and its Influence on Pupils' Performance in KCPE Examinations**

<b>Month for syllabus coverage</b>	<b>Number of teachers who confirmed</b>	<b>Percentage</b>
September	371	47.7
July	132	17.0
May	107	13.7
March	168	21.6
<b>Total</b>	<b>778</b>	<b>100.0</b>

According to data in Table 4.21, the majority of teachers, 47.7%, stated that they were expected to finish the curriculum in September, while only 21.6% said they were expected to finish it in March and only a small percentage, 17.0%, said they finished it in July. This supports the findings of the head teachers, who stated that the candidates had little time for preparation because the syllabus was required to be finished in each school by the month of September, which led to poor academic achievement. Onyango (2012) found that inadequate academic performance was a result of late coverage of the mathematics curriculum. While Noor, Ishaque, Lodhi, and Memon (2012) discovered the same thing, they found that frequent teacher transfers



disrupted learning and prevented thorough coverage of the curriculum, which led to poor academic achievement among students. Monitoring professional records, including syllabi coverage, did, in fact, boost academic achievement, according to Mulatya (2022).

#### **4.15 Influence of Awarding Tenders on Pupils’ Performance in KCPE Examinations**

The researcher sought to find out from the head teachers how the persons who awarded tenders influenced pupils’ performance in KCPE examinations. The findings are presented on Table 4.22.

**Table 4.22 Head Teachers’ Responses on the Influence of the one who Awarded Tenders and its influence on Pupils’ Performance in KCPE Examinations**

<b>Responsibility for awarding tenders</b>	<b>Number of h/teachers who confirmed</b>	<b>Percentage</b>
Tender committee	4	6.1
BoM members	10	15.4
Head teacher	46	70.8
PA members	5	7.7
<b>Total</b>	<b>65</b>	<b>100.0</b>

Table 4.22 reveals that the majority, or 70.8% of the head teachers, claimed to have granted tenders at their respective schools, while just 6.1% disclosed that tender committees were in charge of doing so. This suggests that the majority of the public primary schools in Meru County lacked tender committees, leaving the task of awarding bids to the head teachers. However, this is at odds with the MoEST (2012) rules, which specify that public institutions should have tender committees in charge of awarding tenders. If this responsibility is placed in the hands of head teachers, there is also a chance that inferior teaching and learning materials will be purchased. This is in line with Kuria's (2013) findings that most public schools, particularly those in rural

Kenya, have procurement management deficiencies that call for immediate attention from those concerned.

The researcher further sought to find out from the teachers the persons who awarded tenders and its influence on pupils' performance in KCPE examinations. The findings are presented on Table 4.23.

**Table 4.23 Teachers' Responses on the Influence of the one who awarded tenders and its Influence on Pupils' Performance in KCPE Examinations**

<b>Responsibility for awarding tenders</b>	<b>Number of teachers who confirmed</b>	<b>Percentage</b>
Tender committee	24	3.1
BoM members	144	18.5
Head teacher	562	72.3
PA members	48	6.1
<b>Total</b>	<b>778</b>	<b>100.0</b>

Table 4.23 reveals that the majority, 72.3% of the teachers, stated that the head teachers were in charge of awarding tenders, while 18.5% said that members of the BoM were in charge of doing so and only a small percentage, 3.1%, said that tender committees were in charge of doing so. This suggests that tender committees were uncommon in Meru County's public primary schools. This supports the findings from head teachers, who said that majority of them assumed responsibility for granting contracts in their own schools. However, because there was a chance of granting bids to individuals who were not qualified, this jeopardized the level of the quality of teaching and learning materials. However, this went against the MoEST (2012)'s recommendations, which state that all approved materials and resources for procurement should

be listed in the book of the teaching and learning materials selection committee and countersigned by the head teacher and the deputy head teacher for purchasing in order to ensure transparency and accountability.

#### **4.16 Influence of Seminars on Pupils' Performance in KCPE Examinations**

The researcher sought to find out from the head teachers the number of times the teachers attended seminars per term and its influence on pupils' performance in KCPE examination. The findings are presented on Table 4.24.

**Table 4.24 Head Teachers' Responses on the Influence of the number of times teachers attended seminars and its Influence on Pupils' Performance in KCPE Examinations**

<b>No. of seminars per year</b>	<b>No. of h/teachers who responded positively</b>	<b>Percentage</b>
Zero	2	3.1
One	8	12.3
Two	18	27.7
Three	37	56.9
<b>Total</b>	<b>65</b>	<b>100.0</b>

Table 4.24 reveals that the majority of head teachers, 56.9%, stated that teachers attended seminars three times annually, while 12.3% said that this was the only time they had been sponsored, and only a handful, 3.1%, said that this had never happened. This suggests that despite teachers in Meru County's public primary schools being sponsored for seminars at least three times each term to support their professional development, students' academic achievement remained below average. This result is in line with Njoroge and Thuo's (2012) findings that the majority of professional development programs were ineffective because they did not give

teachers the chance to reflect on their experiences or support them in changing their teaching methods.

The researcher also asked instructors about the impact of how often they attended seminars on their students' performance in KCPE exams. Table 4.25 presents the findings.

**Table 4.25 Teachers' Responses on the Influence of the number of times they attended seminars and its Influence on Pupils' Performance in KCPE Examinations**

No. of seminars per year	No of teachers who confirmed	Percentage
Zero	107	13.8
One	503	64.6
Two	144	18.5
Three	24	3.1
<b>Total</b>	<b>778</b>	<b>100.0</b>

Table 4.25's findings reveal that the majority of teachers, 64.6%, confirmed that they were sponsored for seminars once a year, while 13.8% claimed that they had not been sponsored for seminars at all throughout the entire year and only a small percentage, 3.1%, disclosed that they had been sponsored for seminars three times a year. This runs counter to the findings of the head teachers, 56.9% of whom claimed to have supported teachers for seminars three times year. This suggests that despite the fact that seminars encouraged teachers' professional development, head teachers did not pay for instructors to attend seminars, denying them the opportunity to discover

cutting-edge teaching and learning techniques. This conclusion is in line with that of Adeolu (2012), who discovered that structured training can be successful if the principals properly arrange them and adequately explain their goals to the participants.

#### **4.17 Challenges to Pupils' Performance in KCPE Examinations**

The researcher sought to find out from the head teachers the other challenges leading to poor performance in KCPE. The findings are presented in Table 4.26.

**Table 4.26 Head Teachers' Responses on the Influence of the Challenges on Pupils' Performance in KCPE Examinations**

<b>Main challenge</b>	<b>Number of h/teachers who confirmed</b>	<b>Percentage</b>
Poor administration	9	13.9
Teachers' absenteeism	32	49.2
Uncovered syllabus	24	36.9
<b>Total</b>	<b>65</b>	<b>100.0</b>

Table 4.26 findings reveal that the majority of head teachers 49.2% identified teacher absenteeism as the primary obstacle to students' poor performance in KCPE examinations. A smaller percentage 13.9% identified a lack of understanding of the curriculum as the primary obstacle. This result is in agreement with Reche, et al. (2012), who discovered that the majority of teachers' absences from work contributed to students' poor performance in KCPE exams at public primary schools in Mwimbi Division, Tharaka Nithi County. This was in contrast to Wanyama's (2013) findings, which indicated that the teacher-student ratio is impacted by students' academic achievement when teachers are transferred from one school to another

without being replaced. The primary obstacles to achievement in the KCPE were what the researcher hoped to learn from the teachers. Table 4.27 presents the findings.

**Table 4.27 Teachers’ Responses on the Influence of the Challenges to Pupils’ Performance in KCPE examinations**

<b>Main challenge</b>	<b>No. of teachers who confirmed</b>	<b>Percentage</b>
Poor administration	487	62.6
Teachers’ absenteeism	160	20.6
Uncovered syllabus	131	16.8
<b>Total</b>	<b>778</b>	<b>100.0</b>

According to Table 4.26, the majority of teachers, 62.6%, cited poor administration as the primary obstacle to students' consistent average performance on KCPE exams in Meru County public schools, while 16.8% pointed to an untaught syllabus as the primary cause of poor academic performance and 20.6% blamed teachers' absenteeism. This goes against the findings of the head teachers, where the majority, 62.6%, claimed that bad administration was the primary reason for low academic achievement. This is in line with Amptey's (2011) findings that private schools' superior academic achievement was a result of their efficient use of the curriculum under the direction of head teachers.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGESTIONS FOR FURTHER RESEARCH**

#### **5.1 Introduction**

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

#### **5.2 Summary of the Study**

The purpose of this study was to investigate the influence of head teachers' management strategies on pupils' performance in KCPE examinations in public schools in Meru County. The study was guided by four objectives. The first objective was to determine the relationship between head teachers' and teachers' working relationship and pupils' performance in KCPE examinations in public schools in Meru County. The second objective was to establish the extent to which supervision of curriculum implementation by head teachers influenced pupils' performance in KCPE examinations in public schools in Meru County. The third objective was to determine the extent to which procurement and supervision of effective utilization of teaching and learning materials influenced pupils' performance in KCPE examinations in public schools in Meru County. The fourth objective was to establish the extent to which facilitation of teachers' professional growth by head teachers influenced pupils' performance in KCPE examinations in public schools in Meru County.

The study applied descriptive survey research design where a sample size of 67 head teachers, 802 teachers and 2961 pupils were sampled to participate in this study. Research instruments for

data collection were the questionnaires for head teachers and teachers and focus group discussion was applied for the pupils. A pilot study was conducted in two public primary schools in Meru County. The researcher also requested two qualified researchers from the Department of Educational Management Policy and Curriculum Studies of the University of Nairobi to validate the instruments.

Both quantitative and qualitative data analysis was done. Before data collection, the researcher adhered to ethical considerations like seeking permission from the relevant authorities and seeking consent from all the respondents and assuring them of confidentiality. The findings revealed that head teachers' and teachers' working relationship had weak influence on pupils' performance in KCPE examinations. Some head teachers did not involve teachers in decision making on school issues and this made it difficult for some schools to achieve their set objectives. It was found head teachers' management of supervision of curriculum implementation had significant influence on pupils' performance in KCPE examinations. For example, most the teachers reported that head teachers in their respective schools did not supervise them as they carried out their pedagogical duties. From the findings it was noted that teaching and learning materials were inadequate and sometimes not available to suit all the pupils and this directly affected the learning of the pupils in majority of schools. This consequently affected pupils' performance in KCPE examinations. The findings show that head teachers' facilitation of teachers' professional growth had positive influence on pupils' performance in KCPE examinations. For example, majority of the teachers reported that teachers who attended seminars learnt new instructional methodologies which they enhanced their pedagogical skills thus improving pupils' performance in KCPE examinations



### **5.3 Conclusion**

Based on the findings, the study concludes that head teachers' and teachers' working relationship had significant relationship on pupils' performance in KCPE examinations. It was found that some head teachers failed to communicate with teachers on school matters and this affected pupils' performance in KCPE examinations. It was established that some head teachers did not communicate effectively with teachers to pass the required information related to academics and this affected pupils' academic performance.

The study concludes that supervision of curriculum implementation by head teachers had significant relationship on pupils' performance in KCPE examinations. It was established that most of the head teachers never checked pupils' note books to know whether teachers taught or not. Hence this laxity of head teachers made teachers fail to complete the syllabus in good time leading to pupils' poor performance in KCPE examinations. It was found that head teachers were too busy with other administrative responsibilities and they failed to supervise teachers as they carried out their pedagogical duties and they failed to offer immediate and fair feedback to the teachers to enable them improve on their delivery methods.

From the findings, the study concludes that there was significant relationship between provision of teaching and learning materials and pupils' performance in KCPE examinations. It was established that feasibility studies were never carried out before procurement of teaching and learning materials were bought which implies that some resources procured or supplied by the MoEST were irrelevant to the needs of the pupils. This led to poor academic performance since teaching and learning resources have some influence on pupils' academic performance.

Based on the findings the study concludes that facilitation of teachers' professional growth by head teachers had no significant relationship with pupils' performance in KCPE examinations in public schools in Meru County. It was established that although many teachers were sponsored for the workshops, most of those trainings were not effective since they were not well planned and teachers were not informed about their purpose. It was found that most of the workshops were organized to address and offer short term solutions to challenges facing teachers and there were no follow up programs. Therefore, although teachers were facilitated to grow professionally, this was not reflected on pupils' academic performance since majority of the teachers had no time to reflect on their own experiences as well as give support in modifying their classroom practices.

#### **5.4 Recommendations**

Based on the findings from this study, the researcher made the following recommendations that may be important to the Ministry of Education, Science and Technology, Teachers' Training Institutes, Kenya Education Management Institute, Teachers Service Commission, Directorate of Quality Assurance, Board of Management, Head Teachers, Teachers and Pupils.

##### **Ministry of Education, Science and Technology**

The Ministry of Education, Science and Technology needs to provide more funds to all public primary schools and disburse the same in good time to procure sufficient teaching and learning materials. Further more head teachers in all learning institutions should be competent enough to closely supervise curriculum implementation by teachers and ensure effective use of teaching and learning resources for the benefit of the pupils. Head teachers need to liaise with the MoEST to ensure that teachers are facilitated to grow professionally for benefit of pupils.

### **Directorate of Quality Assurance**

The Directorate of Quality Assurance and Standards Officers need to conduct regular visits to all public primary schools to oversee and get regular feedback on supervision of curriculum implementation. This would enhance performance in KCPE examinations since majority of the head teachers would be more accountable and hence be thorough in supervising curriculum implementation in their respective schools. The Directorate of Quality Assurance and Standards needs to be provided with sufficient funds and means of transport to enable them make regular visits to schools to monitor the working relationship between head teachers and teachers to improve pupils' academic performance. The quality and standard officers need to make regular visits to schools to assess whether teachers effectively utilize the recommended teaching and learning materials provided by the Ministry of Education Science and Technology.

### **Teacher Training Institutions**

There is need to re-design curriculum in all training institutions to ensure that there is more emphasis on appropriate management skills especially in supervision to benefit those who anticipate to take leadership responsibilities. Such skills will be applied in future in supervision of curriculum implementation hence improvement of pupils' performance in KCPE examinations. Teachers' training institutions need lay more emphasis on such areas like interpersonal working relationship, effective utilization of available teaching and learning resources and better pedagogical skills.

### **Teachers Service Commission**

TSC is recommended to involve head teachers and teachers in the formulation of new policies like TPAD so that they can own it and support them as the implementers. The method applied by TSC for appraisal, appointment and promotion of heads of public primary schools needs to be on

a competitive and fair process. TSC needs to recruit enough teachers for public primary schools so that all schools can have reasonable CBE to enable teachers implement the recommended curriculum. Further, there is need for better remuneration of both head teachers and teachers for efforts made in supervision and curriculum implementation to improve academic performance.

### **Kenya Education Management Institute (KEMI)**

KEMI is recommended to organize more training courses for head teachers to ensure quality management on supervision of curriculum implementation in public schools. The head teachers need to advise teachers in their respective schools to attend in-service courses at KEMI so that they can grow professionally.

### **Board of Management**

The Board of Management members in every public school are recommended to take their roles in the procurement and management of school teaching and learning resources. The members need to be versed with the current educational policies in the country on procurement of teaching and learning resources. BOM should never micro-manage schools but offer advice to school managers and support them in raising funds to enable teachers to be facilitated to attend in-service courses in order for them to grow professionally.

### **Head Teachers**

The head teachers are recommended to attend more workshops and training courses to be updated with the most competitive leadership practices especially on management strategies to be applied to improve pupils' academic performance. Head teachers need to be conducting instructional supervision by visiting classes regularly to supervise curriculum implementation by teachers which improves pupils' academic performance. Head teachers need to facilitate teachers' professional growth by encouraging them to attend more workshops and this would

improve pupils' performance in KCPE examinations. The head teachers should procure and closely supervise on effective utilization of teaching and learning materials in their respective schools

### **Teachers**

Teachers are recommended to relate well with head teachers in their respective schools so that the learners can have conducive environment to improve in their academics. There is need for all teachers to implement the recommended curriculum in their respective schools without being supervised by head teachers. Teachers should make use of the relevant and updated teaching and learning materials procured by head teachers. Whenever they are recommended by head teachers, teachers should be ready to attend in-service courses so that they can grow professionally.

### **Pupils**

Pupils are recommended to emulate teachers who go for further studies and therefore work hard to perform well in KCPE examinations. Pupils need to adhere to the laid down school rules and regulations and concentrate on the curriculum implemented by teachers under the supervision of head teachers.

## **5.5 Suggestions for Further Research**

The researcher suggests that:

- i. A study needs to be conducted on how head teachers' involvement of BOM influences pupils' academic performance in Meru County.
- ii. A study needs to be conducted on how pupils' discipline influences their academic performance in Meru County.

*iii.* A study needs to be conducted on the influence of TPAD on pupils' performance in KCPE examinations in Meru County.

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**APPENDICES**

**APPENDIX A**

**INTRODUCTION LETTER**

The head teacher,

----- Pri. School,

Dear Sir/ Madam

University of Nairobi Department  
of Educational Management Policy  
and Curriculum Studies,  
University of Nairobi, P.O Box 92-  
00902 Kikuyu

2<sup>nd</sup> September, 2017

**REF: PERMISSION TO COLLECT DATA FROM YOUR SCHOOL**

I am a post graduate student undertaking a Doctor of Philosophy Degree program in Educational Administration at the University of Nairobi. I am currently conducting a research on '**Influence of management strategies applied by head teachers on pupils' performance in KCPE examinations in public schools in Meru County, Kenya**'. Your school has been selected to participate in this study. Kindly allow me to collect data from and teachers through questionnaires and from pupils through focus group discussion. The data collected will strictly be used for academic purposes only and the identity of the respondents will remain confidential.

Thank you in advance.

Yours faithfully



Leonard Muthuri Kananua

## APPENDIX B

### QUESTIONNAIRE FOR HEAD TEACHERS

The purpose of this questionnaire is to obtain information from head teachers the influence of management strategies applied by head teachers on KCPE examinations performance in public schools in Meru County. Read the instructions for each question and give appropriate responses. Do not write your name on this questionnaire. Please put a tick or write your responses in the spaces provided.

#### Part A: Background Information

1. Indicate your gender? Male ( ) Female ( )

2. What is your age in years?

20-29 years ( ), 30-39 years ( ), 40-49 years ( ), Over 50 years ( ).

3. What is your highest level of academic qualification?

Masters degree ( ), Bachelors Degree ( ), Diploma ( ), P1 ( ), P2 ( ), S1 ( ).

4. How many years have you served as a head teacher?

Less than 4 years ( ), 5-10 Years ( ), 11-15years ( ), 16-20Years ( ), Over 20 years

6. Indicate your marital status. Single ( ), Married ( ).

7. Indicate the duration that you have served in your current station. -----

0-4years ( ), 5-9years ( ), 10-14 years ( ), 15-19 years ( ), over 20years ( ).

8. Kindly provide the KCPE mean score for your school from 2015 to 2016. -----

#### Part B: Relationship between Head Teachers' and Teachers' Working Relationship and Pupils' Performance in KCPE Examinations.

8. Use the following key to rate head teachers' and teachers' working relationship on KCPE examinations performance.

Key: 5. SD-Strongly disagree, 2. D- Disagree, 3. U-Un decided, 2. A- Agree, 1. SA-Strongly agree.

No	Statement	Rating				
		SD	D	U	A	SA
		5	4	3	2	1
I	I involve teachers in decision making					
Ii	I handle all the teachers fairly in this school					
Iii	I motivate all the teachers in this school					
Iv	I delagate managerial duties to some teachers in this school					
V	I communicate effectively with all teachers in this school					

**Part C: Influence of Supervision of Curriculum Implementation by Head Teachers on Pupils' Performance in KCPE Examinations.**

9. Use the following key to rate head teachers' strategy of supervision of curriculum implementation on KCPE examinations performance.

Key: 5. SD-Strongly disagree, 4. D- Disagree, 3. U- Un decided, 2. A-Agree, 1. SA- Strongly agree.

No	Statement	Rating				
		SD	D	U	A	SA
		5	4	3	2	1
i	I regularly check teachers' presence in classes during lessons time					
Ii	I regularly cross check the content coverage within a period of time against the syllabus					
Iii	I regularly check pupils' note books					
Iv	I monitors how assignments are given out and marked by subject teachers					
V	I regularly visit classrooms while teachers carry out their instructional duties.					

Vi	I regularly enter classrooms to check on teaching methods by teachers					
Vii	I regularly visit classrooms to check on class attendance by teachers					

**Part D. Influence of Provision of Teaching and Learning Materials on Pupils' Performance in KCPE Examinations**

10. Use the following key to rate head teachers' strategy of procurement of teaching and learning materials on KCPE examinations performance.

Key: 5. SD-Strongly disagree, 4. D- Disagree, 3. U- Un decided, 2. A-Agree, 1. SA- Strongly agree.

No	Statement	Rating				
		SD	D	U	A	SA
		5	4	3	2	1
I	There is no procurement committee in my school					
ii	The procurement committee is responsible of awarding tenders in my school					
iii	A feasibility study is conducted to identify the required teaching and learning materials in the school					
iv	The procurement committee checks the quality of teaching and learning materials acquired in the school					
v	The required teaching and learning materials are supplied in good time					
vi	My school has adequate teaching and learning materials					
vii	My school has inadequate teaching and learning materials					

**Part E: Influence of Facilitation of Teachers' Professional Growth by Head Teachers on Pupils' Performance in KCPE Examinations.**

11. Use the following key to rate head teachers' strategy of facilitation of teachers' professional growth on KCPE performance.



Key: 5. SD-Strongly disagree, 4. D- Disagree, 3. U- Un decided, 2. A-Agree, 1. SA- Strongly agree.

No	Statement	Rating				
		SD	D	U	A	SA
		5	4	3	2	1
I	The local community is involved in fund raising to facilitate teachers' professional growth.					
Ii	I regularly make arrangements for transport and upkeep for teachers who attend workshops					
Iii	I always identify teachers in a fair manner to attend workshops when opportunities arise					
Iv	Teachers who attend seminars learn better instructional methods					
V	The school and the workshop organizers always award teachers with certificates for attendance and successful completion of the course					
Vi	I always write commendation letters for teachers who attend seminars					
Vii	Seminars promote confidence among teachers in content delivery					

12. What is the rate of motivation of teachers in your school?
13. Which month of the year are teachers in your school expected to complete class eight syllabus?
14. Who awards tenders in your school?
15. State the number of seminars that teachers from your school attended per year.
16. What are the challenges that affect pupils' performance in KCPE examinations in your school?

**Thank you for Participating in this Research.**

## APPENDIX C

### QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to obtaining sincere information from teachers on the influence of management strategies applied by head teachers on KCPE examinations performance in public schools in Meru County. Read the instructions for each question carefully and give appropriate responses. Do not write your name or the name of your school anywhere on this questionnaire. Put a tick or writer your responses in the spaces provided.

#### **Part A: Background Information**

1. Please indicate your gender. Male ( ), Female ( ).
2. How long have you taught as a trained teacher? Below one year ( ), 1-5 years ( ), 6-10 Years ( ), 11-15years ( ), 16-20 years ( ), over 21 years ( ).
3. Indicate your current level of academic qualification. Masters Degree ( ), Bachelors Degree ( ), Diploma ( ), S1 ( ), PI ( ), P2 ( ).Untrained teacher ( ).
4. How many years have you taught in your current station? Below one year, 1-5 years ( ), 6-10 years ( ), 11-15years ( ), 6-20 years ( ), over 21 years ( ).

#### **Part B: Influence of Head Teachers' and Teachers' Working Relationship on Pupils' Performance in KCPE Examinations.**

5. Use the following key to rate the head teachers' and teachers' working relationship on KCPE examinations performance.

Key: 5. SD-Strongly disagree, 4. D- Disagree, 3. U-Un decided, 2. A- Agree, 1. SA-Strongly agree.

No	Statement	Rating				
		SD	D	U	A	SA
	The head teacher:	5	4	3	2	1
I	involves teachers in decision making in this school					
Ii	handles all teachers fairly in this school					
Iii	motivates all the teachers in this school					
Iv	delegates managerial duties to some teachers in this school					
V	communicates effectively with all teachers in this school					

**Part C: Influence of Supervision of Curriculum Implementation by Head Teachers on Pupils' Performance in KCPE Examinations.**

6. Use the following key to rate head teachers' strategy of supervision of curriculum implementation on KCPE performance.

Key: 5. SD-Strongly disagree, 4. D- Disagree, 3. U- Un decided, 2. A-Agree, 1. SA- Strongly agree.

No	Statement	Rating				
		SD	D	U	A	SA
	The head teacher:	5	4	3	2	1
I	checks the teachers' presence in classes during lessons time					
Ii	cross checks the content coverage within a period of time against the syllabus					
Iii	checks pupils' note books					
Iv	monitors how assignments are given and marked by subject teachers					
V	visits classrooms while teachers carry out instructional duties.					
Vi	visits classrooms to check on teaching methods by teachers					
Vii	visits classrooms to check on class attendance by teachers					

**Part D. Influence of Provision of Teaching and Learning Materials by Head Teachers on Pupils’ Performance in KCPE Examinations.**

7. Use the following key to rate head teachers’ strategy of procurement and supervision of effective utilization of teaching and learning materials on KCPE performance.

Key: 5. SD-Strongly disagree, 4. D- Disagree, 3. U- Un decided, 2. A-Agree, 1. SA- Strongly agree.

No	Statement	Rating				
		SD	D	U	A	SA
		5	4	3	2	1
I	There is no procurement committee in our school					
Ii	The procurement committee is responsible of awarding tenders in my school					
Iii	A feasibility study is conducted to identify the required teaching and learning materials in the school					
Iv	The procurement committee checks the quality of teaching and learning materials acquired in the school					
V	The required teaching and learning materials are supplied in good time					
Vi	Our school has adequate teaching and learning materials					
Vii	Our school has inadequate teaching and learning materials					

**Part E: Influence of Facilitation of Teachers’ Professional Growth by Head Teachers on Pupils’ Performance in KCPE Examinations.**

8. Use the following key to give your opinion on head teachers’ strategy on facilitation of teachers’ professional growth on KCPE examinations performance.

Key: 5. SD-Strongly disagree, 4. D- Disagree, 3. U- Un decided, 2. A-Agree, 1. SA- Strongly agree.

No	Statement	Rating				
		SD	D	U	A	SA
	The head teacher:	5	4	3	2	1
I	Involves the local community in fund raising to facilitate teachers' professional growth.					
Ii	makes arrangements for transport and upkeep for teachers who attend workshops					
Iii	identifies teachers in a fair manner to attend workshops when opportunities arise					
Iv	Teachers who attend seminars learn better instructional methods					
V	The school and the workshop organizers always award teachers with certificates for attendance and successful completion of the same					
Vi	Commendation letters are written for teachers who attend seminars					
Vii	Seminars promote confidence among teachers in contents delivery					

9. What is the rate of motivation of teachers in your school?

10. Which month are teachers in your school expected to complete the syllabus in class eight?

11. Who award tenders in your school?

12. State the number of seminars that teachers in your school attend per year.

13. What are the challenges that affect pupils' performance in KCPE examination in your school?

**Thank you for Participating in this Research.**

## APPEDIX D

### FOCUS GROUP DISCUSSION FOR PUPILS

School code: ----- Researcher: -----

#### **A. Influence of Head Teachers' and Teachers' Working Relationship on Pupils'**

##### **Performance in KCPE Examinations.**

1. Does the head teacher allow teachers to attend to parents whenever he is absent?
2. Does the head master congratulate teachers during assembly days?
3. Are teachers in your school awarded during education days or closing days?
4. Who teaches you when your subject teachers are absent?
5. Are teachers given awards whenever there is improvement in KCPE examinations performance?
6. Does the head teacher praise teachers whose subjects perform better in KCPE examination?
7. Are teachers in your school taken out for retreats or special lunch when there is improvement in KCPE examinations?

#### **B. Influence of Supervision of Curriculum Implementation by Head Teachers on Pupils'**

##### **Performance in KCPE Examinations.**

8. Does the head teacher check your note books and assignments?
9. Has the head teacher ever visited your class while your subject teacher is in class?
10. Do your teachers come to class with lesson notes?
11. Do your teachers mark your exercise books and return them in good time?

**C. Influence of Provision of Teaching and Learning Materials on Pupils' Performance in KCPE Examinations.**

12. Do teachers ask you the number of text books that you do not have before new ones are supplied to your class?
13. Which term are teaching and learning materials supplied to your class?
14. How many pupils share one text book for mathematics, ---English, --- Kiswahili, --?
15. How many wall maps and charts do you have in your classroom?
16. Do you have a nature corner in your class?
17. Do you have enough chalks and dusters in your class?
18. Do your parents buy revision books to use in school and at home?

**D. Influence of Facilitation of Teachers' Professional Growth on Pupils' Performance in KCPE Examinations.**

19. Has your school ever held fund raising for the purpose of in-service of teachers?
20. Do your teachers attend seminars during school days?
21. Do all the teachers attend seminars outside the school?
22. Do teachers who attend seminars apply new teaching and learning methods?
23. Are teachers who attend seminars awarded certificates during school assembly day or during education days?
24. Do teachers who attend seminars display confidence as they teach you?

**End.**

APPENDIX E.


RESEARCH PERMIT



**THIS IS TO CERTIFY THAT:**  
**MR. LEONARD MUTHURI**  
**of UNIVERSITY OF NAIROBI, 46-60206**  
**Meru, has been permitted to conduct**  
**research in Meru County**

**Permit No : NACOSTI/P/16/42170/14566**  
**Date Of Issue : 6th December, 2016**  
**Fee Received : ksh 2000**

**on the topic: INFLUENCE OF HEAD**  
**TEACHERS MANAMGEMENT STRATEGIES**  
**ON PERFORMANCE IN KENYA**  
**CERTIFICATE OF PRIMARY EDUCATION**  
**IN PUBLIC PRIMARY SCHOOLS IN MERU**  
**COUNTY KENYA**

**for the period ending:**  
**5th December, 2017**


  
**Applicant's Signature**

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

**specimens are subject to the provisions of the relevant Government Ministries.**

**5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**

**6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

  
**National Commission for Science,**  
**Technology and Innovation**  
**RESEACH CLEARANCE**  
**PERMIT**  
**Serial No.A 12134**  
**CONDITIONS: see back page**



**APPENDIX F.**  
**AUTHORIZATION LETTER**  
**(FROM NACOSTI)**



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

Telephone: +254-20-2213471,  
2241349, 3310571, 2219429  
Fax: +254-20-318245, 318249  
Email: [dg@nacosti.go.ke](mailto:dg@nacosti.go.ke)  
Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)  
when replying please quote

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

Ref. No: **NACOSTI/P/16/42170/14566**

Date: **6<sup>th</sup> December, 2016**

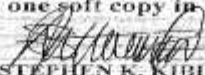
Leonard Muthuri  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of head teachers management strategies on performance in Kenya Certificate of Primary Education in public primary schools in Meru County Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Meru County** for the period ending **5<sup>th</sup> December, 2017.**

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

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

  
**DR. STEPHEN K. KIBIRU, PH.D.**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:


The County Commissioner  
Meru County.

The County Director of Education  
Meru County.

**APPENDIX G**

**AUTHORIZATION LETTER (2)**

**(FROM MERU COUNTY DIRECTOR OF EDUCATION)**

  
Republic of Kenya  
**MINISTRY OF EDUCATION**  
State Department of Basic Education

E-mail: [cdemerucounty@gmail.com](mailto:cdemerucounty@gmail.com) COUNTY DIRECTOR OF EDUCATION  
Meru County  
P.O. Box 61,  
MERU

When Replying please quote

MRU/C//EDU/11/1/217 15<sup>th</sup> February, 2017


TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION - LEONARD MUTHURI

Reference is to the letter ref. NACOSTI/P/16/42170/14566 dated 6<sup>th</sup> December, 2016.

Authority is hereby granted to Leonard Muthuri of University of Nairobi to carry out research on " **Influence of head teachers management strategies on performance in Kenya Certificate of Primary Education in Public Primary Schools in Meru County,**" for the period ending 5<sup>th</sup> December, 2017. This programme should not interfere with normal learning.


The authorities concerned are requested to accord you the necessary assistance.

  
S. Sarafino  
For; County Director of Education  
MERU

**APPENDIX H**

**AUTHORIZATION LETTER (3)**

**(FROM MERU COUNTY COMMISSIONER)**



**THE PRESIDENCY  
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL  
GOVERNMENT**

Telegrams:  
Telephone:  
Email: [ccmeru@yahoo.com](mailto:ccmeru@yahoo.com)  
Fax:

**COUNTY COMMISSIONER  
MERU COUNTY  
P.O. BOX 703-60300  
MERU.**

When replying please quote  
Ref: **ED.II/VOL.II/26**  
And Date

15<sup>th</sup> January, 2017


**TO WHOM IT MAY CONCERN**

**RE: RESEARCH AUTHORIZATION – LEONARD MUTHURI**

This is to inform you that Leonard Muthuri of University of Nairobi has reported to this office as directed by the Commission for Science, Technology and Innovation and will be carrying out Research on **“Influence of head teachers management strategies on performance in Kenya Certificate of Primary Education in public primary schools in Meru County, Kenya”**.

Since authority has been granted by the said Commission, and the above named student has reported to this office, he can embark on his research project for a period ending 5<sup>th</sup> December, 2017.

Kindly accord him any necessary assistance he may require.

  
COUNTY COMMISSIONER  
MERU COUNTY  
P. O. Box 703-60300, MERU

**MAINA GEORGE  
FOR: COUNTY COMMISSIONER  
MERU**

**APPENDIX I**

**A SKETCH MAP OF MERU COUNTY**

