DECLARATION

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

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

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DEDICATION

This research project is dedicated to God Almighty for he has taken me this far and to our children Grace and Cepha.
ACKNOWLEDGEMENTS

This research project would not have been possible without the guidance and the help of several individuals who in one way or another contributed and extended their valuable assistance in the preparation and completion of this project. First and foremost, I owe my deepest gratitude to my supervisors Dr. Joseph G. Mungai and Dr. Martin Ogola whose encouragement, guidance and support from the initial to the final level enabled me to complete this project in time. I wish also to appreciate all my family members for their support, encouragement and other forms of assistance.
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<th>Definition</th>
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<tr>
<td>CBE</td>
<td>Curriculum Based Establishment</td>
</tr>
<tr>
<td>DQASO</td>
<td>District and Quality Assurance and Standards Officer</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>M.S.S</td>
<td>Mean Standard Score</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
</tr>
<tr>
<td>T.S.C</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations, Education, Scientific and Cultural Organizations</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International Children’s Emergency Fund</td>
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<tr>
<td>JKF</td>
<td>Jomo Kenyatta Foundation</td>
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ABSTRACT

The objectives of the study was to determine the role played by headteachers in the management of school personnel to improve pupils' academic performance; to evaluate the role of headteachers in the provision of the school instructional materials to improve pupils' academic performance; to assess headteachers' supervision of curriculum and instruction implementation as an academic improvement strategy and to assess the role of the headteachers in enhancing the school community relations for improved academic performance by pupils. The study used Robert House' Path Goal Theory to relate the independent variable (strategies) and the dependent variable (academic performance). The study used descriptive survey as its research design and was conducted in Gatundu South District. The study targeted 12 headteachers, 64 teachers and 80 pupils selected randomly using probability sampling. Questionnaires were used as the study instruments and their validity and reliability was tested by piloting in two schools which were excluded in the actual study. Data were analyzed through SPSS using descriptive statistics resulting to frequencies and percentages and presented in frequency distribution tables and graphs. Findings revealed that the headteachers did not participate in the recruitment and selection process of the teachers in the DQASO office before they were posted to their school but they facilitated educational seminars and workshops to their teachers for their professional developments. Findings further indicated that all headteachers participated in the school instructional materials committee meetings where they provided necessary guidance, updating the committee on managing issues, number of grants, allocation to various voter heads and enrolment, instruct policy guidelines, participate in budget making and provided leadership. The study findings revealed that headteachers provided teachers with seminars on the current teaching strategies to develop competence in teaching skills by organizing seminars, conferences and in-service education for them. Findings further showed that in order to upgrade the quality of instruction taking place in the classrooms; the headteacher supervised it constructively. They further indicated that supervision when a teacher is teaching creates tension to the pupils and demoralizes the teacher. Lastly, the study findings revealed that the headteacher assisted the staff in knowing the community and teaching students ways in which they can contribute to the community development. The study recommends that the head teacher should be passionate in mobilizing finances for purchasing additional school instructional material from well-wishers, donors, old boys/girls association foundation, PTA members, school instructional material committee members. The education office should constantly sensitize all teachers on the importance of instructional observation by the head teachers in the schools. The head teacher should strengthen the school community relations by involving the community in all the school activities/events and allowing it to make use of all the school resources. This research was conducted in Gatundu South District yet the strategies employed by the public primary schools headteachers to improve on the pupils' performance is national wide. The localization of the study in Gatundu South District may not give a true picture of the strategies of headteachers across the country. The researcher therefore suggests that the study be conducted in a larger area, or in the whole of Kenya. She also suggests that other strategies employed by head teachers in their schools be researched on.
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Across nations, education is regarded as a major agent of economic, political and social development leading to governments allocating huge sums of money to their education sector. A study by UNESCO (2005) highlights that education accounted for a quarter (1/4) or more of the total government budget in Mexico, Yemen, Thailand, Morocco, Guinea and Botswana. These large amounts however were used to finance various inputs that went to the teaching/learning process in an endeavor to make it more efficient.

Best practices for learning entail having teachers, learners and leaders all contributing to a positive school environment typified by trust and caring relationships (Munro, 2008). The headteacher should be the role model in the institution to be emulated by the rest in all spheres of the teaching/learning process, and especially in the creation of cohesive relationships. He/she should demonstrate superior ability whether technical skills or organizational sophistication that entitle him/her to be in that position (Bass, and Bruce, 1994). He/she should improve the organizational effectiveness of the school by diagnosing its climate and culture. Once their weaknesses are recognized, necessary steps should be taken to effect the changes to create positive and healthy working relationships. All those who work under the headteacher must depend on him more than he depends on any of them (Mbiti, 2003). He/she is the cornerstone in the school on which all the management and administrative activities depend on for the smooth running of the school.
He/she is the one to identify and formulate a vision for the school, create a shared interest, demonstrate high expectations for performance, promote the acceptance of group objectives, monitor organizational performance and communication (Gerdyten, Scheerens, and Sleeegers, 2012).

The headteacher however cannot perform all these duties successfully alone and requires to empower his/her teachers to be assisting him/her, if the school performance is to continue improving. The teachers need to be invited to take part in decision making and in the generation of new ideas (Munro, 2008). Their efforts need to be stimulated to be innovative and creative in addressing problems and finding their solutions which could be blocking the pupil’s learning process (Bass, and Avolio, 1994). They should be encouraged to use a variety of teaching strategies such as field trips, resource persons, film technology and range of activities. This is done by providing resources such as money and time to carry out the ideas, which prove that support is available from the school administrator (Orlosky, McClearly, Shapiro, & Webb, 1994).

Orlosky et al continue to say that in effective schools, teachers and administrators plan, design, and research, evaluate and prepare teaching materials together. It is therefore the duty of the headteacher to bring ideas and materials to school initially through systematic in-service programs, staff meetings, subject panel meetings, school bulletins among others.

Together with that, the headteacher makes the teachers own the pupils’ academic achievement by involving them while assessing it. Hunger for improvement is created
by constantly asking the teachers where they expect the school graduates to be in five,
ten or fifteen years after they graduate (Munro, 2008). This determines how the
teachers work and the messages they send to the pupils leading to an orderly well-
disciplined teaching/learning environment. This consequently markets the school in
the community and makes it competitive with others leading to higher levels of
achievement in pupils’ academic work (Gamage, 2006).

Such a scenario builds and maintains productive relations with parents and the
community and connects the school with the wider environment (Gerdyten et al,
2012). From then hence forth, the headteacher is able to tap all the necessary
resources and expertise from the community successfully, which are required to
maintain the improved pupils’ performance. It becomes possible to do so because
he/she has been able to provide the community with the quality of graduates required
from the primary school.

Quality is determined by the total marks a pupil obtains at the end of the primary
school examination. In Kenya, KCPE is used as the yardstick to determine those who
will continue with secondary education depending on their total marks out of five
hundred. Usually, those who fail to get 250 marks and above are considered to be low
achievers and are likely to be called to poorly performing district day schools or to
village polytechnics or terminate their formal education at class eight. Every
headteacher therefore has the responsibility of using all possible strategies to improve
and maintain pupils’ academic achievement in his/her school. Since 2009, Gatundu
South District for instance has been obtaining a KCPE examination performance
which is below average as indicated by the table below.
Table 1.1: KCPE Performance in Gatundu South District, 2009 - 2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Average score of pupils out of 500 marks</th>
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<tbody>
<tr>
<td>2012</td>
<td>219.18</td>
</tr>
<tr>
<td>2011</td>
<td>214.4</td>
</tr>
<tr>
<td>2010</td>
<td>210.73</td>
</tr>
<tr>
<td>2009</td>
<td>209.87</td>
</tr>
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Source: DQASO Gatundu office, 2013

The district is new, having been split from Thika and has fifty three public primary schools. In the year 2012, these schools had 2,556 KCPE examination candidates and those who scored 250 marks and above were 793 which are 31%. 292 candidates which is 11.4% of the total scored 300 marks and above which was the cutline for being admitted in county secondary schools (DQASO Gatundu South, 2013). This indicates the heavy and serious work required of the headteachers in the District if the pupils’ academic achievement is to be improved. They have been assigned the responsibility of molding pupils’ appropriately so that they may continue with formal education in secondary schools. It was through this background that the researcher had to investigate the strategies the Gatundu South District headteachers are employing to improve on pupil’s academic performance.

1.2 Statement of the Problem

The success of a school depends on the headteachers’ ability to empower people around him/her and utilize other available resources effectively. It is important for the headteachers to motivate and influence human resources by giving the teachers and pupils the assurance that the human factor is recognized in the school for successful achievement of the educational objectives (CORAT AFRICA, 2011;59). Every
headteacher has the responsibility of producing successful citizens from his/her school by creating a favorable environment for teachers, parents and the entire community to contribute positively towards high academic achievement of pupils. This has not been the case in Gatundu South District. There has been dismal performance in all public primary schools despite the staffing and the provision of the government grants distributed equitably nationally. A high percentage of K.C.P.E candidates each year fail to acquire the marks required to join either the National or County Secondary Schools. Majority of them achieve below average grades that send them to poorly performing district secondary schools, village polytechnics or even terminate their formal education at this level. For instance in the year 2012, 1,763 K.C.P.E candidates out of 2,556 scored less than 250 marks which is 69%. Such a percentage is very large and the situation needs to be reversed if the district is to develop socially economically as the rest in the nation.

1.3 Purpose of the Study

The purpose of the study was to investigate the strategies employed by public primary schools headteachers to improve on the pupils' academic performance in Gatundu South District.

1.4 Objectives of the Study

The study aimed at achieving the following objectives

1. To determine the role played by headteachers in the management of school personnel in order to improve pupils' academic performance.

2. To evaluate the role of headteachers in the provision of the school instructional materials in order to improve pupils' academic performance
3. To assess headteachers' supervision of curriculum and instruction implementation as an academic improvement strategy.

4. To assess the role of the headteachers in enhancing the school community relations in order to improve pupils' academic performance.

1.5 Research Questions

The following research question guided that study

1. What role do headteachers play in the management of the school personnel in an attempt to improve pupils' academic performance?

2. What role do headteachers play in the provision of the school instructional materials in an attempt to improve pupils' academic performance?

3. How effective is the head teachers' supervision of curriculum and instruction implementation in enhancing pupils' academic performance?

4. How do the head teachers enhance the school community relations in an attempt to improve pupils' academic performance?

1.6 Significance of the Study

The findings of the study may have both theoretical and practical implications for the future academic performance of pupils in public primary schools in Gatundu South District. Theoretically, the study was expected to identify the causes of the pupils' low academic performance in the District.

Practically, it may sensitize the headteachers to improve on the strategies that they use to improve on pupils' academic performance in their respective primary schools.
Lastly, it may be of immediate benefit to the DQASOs office Gatundu, other educational administrators and stakeholders to use as a yardstick as concerns the headteachers’ management practices in the District. It could also replenish the data bank on headteachers management practices and pupils’ academic performance.

1.7 Limitations of the Study

The study collected data from a sample of the public primary schools in the District. This meant that information obtained was used for generalization to the schools in the District. Further, data were collected from headteachers, teachers and the pupils present in the school at the date of data collection. For a more conclusive result, the parents, school management committee members and other stakeholders would have been used to give useful information, which was left out.

1.8 Delimitations of the Study

The study delimited itself to only four strategies namely;-management of the school personnel, provision of school instructional materials, supervision of curriculum and instruction implementation and the school community relations for improving school performance amongst many more. This is because the researcher was interested in finding out how the headteachers in Gatundu South District Public Primary Schools were manipulating them in an attempt to improve pupils’ academic performance. The excluded variables that could also affect performance are teachers’ personal attributes such as level of professional developments, their motivation, social economic status of the pupils/parents and the entire community’s attitude towards education.
1.9 Assumptions of the Study

i. The study assumed that all respondents would be cooperative and provide reliable responses.

ii. It also assumed that each headteacher proposes KCPE Mean Score for his/her school at the beginning of every year, which is always higher than that of the previous year.

1.10 Theoretical Framework of the Study

The Path–Goal Theory by Robert House

According to Garton, Alston and Snowden (2007), the Path–Goal theory of leadership was developed to describe the way leaders encourage and support their followers in achieving the goals they have set by making the paths that they should take clear and easy. Leaders clarify the path so that subordinates may know which way to go, remove roadblocks that are stopping them going there and increase the rewards along the route. Leaders can take a strong or limited approach in these. In clarifying the path, they may be directive or give vague hints. In removing roadblocks, they may scour the path or help followers move the bigger blocks. In increasing rewards, they may give occasional encouragement or pave the way with gold.

House & Mitchell (1974) identified four types of leadership in relation to the Path–Goal Theory as described below:

- Supportive leadership – the leader considers the needs of followers showing concern for their welfare and creating a friendly working relationship.
- Directive leadership – the leader tells the followers what needs to be done and gives guidance on the way.
• Participative leadership. The leader consults with followers and takes their ideas into account when making decisions and taking particular actions.

• Achievement oriented leadership- the leader sets challenging goals both in work and in self-improvement (and often together with workers). High standards are demonstrated and expected. The leader shows faith in the capability of the followers to succeed

The Path – Goal theory assisted the study because it related to it very well. The headteacher is the leader who encourages and supports the teachers, pupils and the community in achieving the targets (goals) that they set for their primary school (improved performance). He/she manipulates the focused strategies appropriately as a way of showing the path and removing roadblocks, so that they move from where they are to where they want to go. He/she needs to demonstrate the four types of leaderships that is supportive, directive, and participative and achievement oriented so as to capture all areas required in order to improve on the pupils’ academic performance. The theory demonstrates the leader (headteacher) as one with conceptual, technical and human relations skills, being the focus of all that happens in the school and the overall overseer.
The Path-Goal Theory Application

Figure 1.1: The Conceptual Framework of the Study

Independent variables

Strategies
- Headteachers' management of School personnel
- Headteachers' provision of Instructional materials
- Headteachers' supervision of Curriculum instruction
- Headteachers' enhancement of School community relations

Dependent variable

Pupils' academic performance

Extraneous variables
- Motivator
- Coordinator
- Supportive leadership
- Participative
- Directive leadership
- Achievement oriented leadership
- Superior knowledge

Source: (researcher, 2013)

The independent variables were the management of school personnel, curriculum and instructional materials and the school community relations. The extraneous variables that may have affected the dependent variable are the headteachers' attributes such as being a motivator, supervisor, coordinator, skilful among others. The headteacher manipulates the independent variables that affect the dependent variable which is the pupils' academic performance.
1.11 Operational Definitions of Terms

Curriculum  Refers to the programmed and timetabled learning experiences a pupil undergoes through in a school.

Instruction  Refers to the interactions that occur between the teachers/pupils, pupils/textbooks, pupils/pupils formally and informally through which the later get educated in a school.

Instructional Materials – Refer to the materials used by both teachers and pupils in the teaching/learning process such as reading, writing materials, charts and other equipment.

Management  Refers to planning, organizing, commanding, coordinating and controlling the school personnel.

School Community Relations- refers to the educational interactions that exist between the school and its neighbourhood geared towards improving pupils’ academic performance.

School Personnel  Refers to pupils and teachers.

Strategies  Ways and means through which headteachers endeavor to improve on pupils’ academic performance.

Supervision  Refers to the evaluation, guidance and provision of input to the teaching/learning process provided by the headteacher
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review for this study was organized into the following subtopics:-
management of the school personnel, provision of school instructional materials,
supervision of curriculum and instruction implementation and the school community
relations.

2.2 Management of the School Personnel

School personnel consisted of the teaching and non teaching staff and the pupils. This
study focused on the teachers and pupils since most day primary schools have one or
two non teaching staff.

2.2.1 Teacher Personnel

Teachers play a vital role in schools because they are the agents of impacting
knowledge, skills, attitudes and values to the learners. The headteacher should
therefore realize that handling them is a critical role in relation to the pupils’ academic
performance. Gorton, Alson, and Snowben (2007) state that the headteacher should
empower his/her teachers so that they have an impact on policy decisions and work in
a collegial relationship with him/her. To be in that level however requires the
headteacher to educate and train them in the skills necessary for appropriate decision
making. Empowered teachers, he continues to say, accept the burden of responsibility,
become more professional and consequently improve their performance.
A study conducted by the World Bank on the relationship between quality and training of teachers and students achievement concluded that trained teachers do make a difference. This may be referring to the initial teacher training but Gorton et al (2007) advises the headteachers in Virginia to “share power” with their teachers for improved school performance.

It is the function of the headteacher to build team spirit among his/her teachers. The headteacher should not show any undue favour to any member of staff but should find out how different teachers wish to be treated and treat them accordingly, as well as being fully informed about their socio structure. Through his/her personal dispositions, the headteacher should create a suitable environment for the teachers to work in. He/she should be cheerful, polite and courteous, a good listener, criticizing only in private, being easily accessible to the staff and helping teachers who have poor interaction with pupils, parents and other teachers that lead to conflicts (Nayak, 2011).

The headteacher has to ensure there is a policy put in place for dealing with personnel. He/she establishes their required number through Curriculum Based Establishment (CBE) and embarks on securing them. It is his/her duty to let the new teacher know the school policies, job descriptions, guide on how to prepare schemes of work and lesson plans, indicate the level reached by the previous teacher and the standard of learners(Teklemarian,2009). The function of the headteacher to guarantee job security and opportunities for the staff advancement so that high morale is maintained among them. Their innovative work should be recognized and reported to others at teachers meetings, seminars and conferences and the teacher concerned is credited accordingly (Olembo, 1992).
2.2.2 Pupil Personnel

In most countries, children who join the primary school are six old years or above. It is the duty of the headteacher to admit them and provide admission numbers as per admission register. He/she should help the younger children to fit into the school system by encouraging the older pupils to assist them whenever they are in need. He/she should be profoundly sensitive to the pupils ‘physical, mental, moral and spiritual needs and know how to minister them (Nayak, 2011). He/she should know all pupils personally and approach their problems from a guidance point of view thus creating a cordial relationship with them.

Orlosky, McClearly, Shapiro and Webb (1984) argue that the headteacher has an obligation to acknowledge that pupils develop a collective behavior that will satisfy their personal choices and allow for personal development which they consider important. He/she should therefore approach conflicts with them with an open mind and willing to listen to them. Realistic expectations and monitoring of their progress should be promoted and be guided to maintain accurate perceptions of themselves and their progress.

Olembo & Cameron (1986) indicate that the headteacher and his/her staff should learn the home background of each pupil. For example, parents /guardians occupation, families’ financial situation, health, siblings, how far the home is from school among others. Even if the school is large, the class teacher should have the background and pass it to the headteacher when necessary. The headteacher together with the class teachers should appoint class prefects and monitors to help manage the school and keep discipline.
A day should be set aside for the pupils to conduct the school assembly through chosen pupils/classes to assist in school administration (Teklemariam, 2009). The headteacher should also organize special instruction for pupils who are either very weak or gifted. He/she should encourage the parents and class representatives to be visiting their respective classes regularly so as to give the pupils morale to learn and improve.

2.3 Provision of School Instructional Materials

The school instructional materials include the text books, teachers' guides, library books, pupils' exercise books, pencils, geometrical sets, maps and atlases, revision materials, chalk among others. Many countries in the world lack adequate learning resources including some schools in USA which are situated in areas of low income generating populations (Emiliana, 2007). Pritchet and Filmer (1999) carried out a study on allocating resources to the right area. They based their study on North Brazil and India and concluded that there is a significant efficiency and productivity gain by reallocating the share of expenditure to areas of high marginal productivity such as learning materials. Another study by Heyneman, Farrel and Manuel (1978) conducted in ten developing countries observed that there is a consistent relationship between pupil achievement and availability of books. Yet another study carried out in Ghana by White (2004) on relationship between textbooks and achievement concluded that text books provision was a significant factor. Before the improved provision of text books, primary schools in Ghana had deteriorated to the point where primary graduates scored no better on simple reading tests than those who had not been in school. Still UNICEF (2008) reported that between 25%-40% of teachers in Africa teach without teachers guide for their subjects leading to poor academic performance in most African countries.
These studies show the importance of enough instructional materials being available in the primary schools where the educational foundation of a child is laid. The Kenya government realized it would not be possible to provide Education for all (EFA) if parents continued paying levies in schools and buying pupils’ books. Since the year 2003, it has ensured equitable distribution of teaching/learning materials in all public primary schools to support curriculum implementation. This is done through disbursement of funds according to the number of pupils in the school.

The headteacher together with the school instructional materials committee is supposed to go through the catalogues provided by the publishers such as JKF and order all the instructional materials. Textbooks are to be in the ratio 1:2 in upper primary and 1:3 in lower primary. The headteacher is supposed to exercise leadership in the selection of the text and library books in the school. He/she is the one to create awareness to all the teachers about the learning materials which will lead to their use (Olembo, 1992). He/she should have the most recent catalogues and be familiar with the content of the best text and library books in the market suitable for primary school pupils.

He/she therefore has a responsibility of establishing and maintaining the school library for upper primary and class library for lower. He/she should enlighten the staff that the use of library books enlarge and consolidate knowledge acquired in the classroom and therefore should be made use of. He/she should get assistance from the teachers to choose library books according to the age, ability and interest of pupils. The teachers then should give assignment that requires pupils to read library books (Nayak, 2011).
The headteacher should be in a position to mobilize financial resources from well-wishers, donors, old boys/girls associations so as to supplement the government funding. It's not possible to establish and maintain enough pool of all the instructional materials by depending on only the government finance. The ratio of sharing the text books does not allow a pupil to carry home at least a text book for each subject. Giving of homework becomes a problem because some pupils will always not do it due to lack of text books (Olembo and Karagu, 1992). The establishment and maintenance of the school library too is expensive and especially due to the security of the books. This too is not catered for by the government but requires the headteachers creativity and management expertise.

2.4 Supervision of Curriculum and Instruction Implementation

Curriculum in a school involves the formal, non-formal and informal activities while instruction is the teaching /learning process. Curriculum is the totality of experiences that a pupil gets in school that is: the classroom, library, workshop, playground and the numerous informal contacts between the teacher and the pupils within the school as well as outside the school. The headteacher should make sure that his/her school is offering a balanced curriculum that propagates a holistic development of the learner. There should be both curriculum and co-curriculum instruction timetabled and taking place in the school (Kalaiyarasan, 2012).

In order to upgrade the quality of instruction taking place in the classrooms, the headteacher must supervise it creatively, cooperatively and constructively (Kochhar, 1990). He/she needs to evaluate the effectiveness of the teachers in their daily tasks so that he/she is able to identify their potentiality as well as their success.
He/she should assist the teachers to develop competence in teaching skills by organizing seminars, conferences and in-service education for them (CORAT, 2011). A study carried out in Texas in USA indicate that headteachers can influence students achievement by hiring teachers with high academic goals and by designing and fostering school contexts that support teacher’s professional learning and retention (Fuller, Michele and Baker, 2011). Fuller et al continue to state that the head needs to be empowered so that he/she is able to empower his/her teachers inspiring them not to work from a feeling of obligation but of sincere commitment which consequently leads to improved pupils’ achievement.

The headteacher has an obligation to design and define the school mission, promote positive school learning climate and manage the instructional program (Moosung, Hallinger, and Walker, 2012). If this is effectively done and supervised, it leads to the school having sufficient and effective classroom teaching which is the strongest variable in determining how much students learn from year to year (Munro, 2008). This calls for him/her to have all the pedagogical skills if guidance to the teachers is to be offered appropriately.

For the co-curricular programmes, the headteacher has to see that all the activities are efficiently planned carefully, carried on and result into student development. He/she should be the key patronage and have keen supervision on all activities distributed to the teachers and pupils according to individual interests. Voluntary participation of pupils should be encouraged and guidance given for proper selection of activities (Kochhar, 1990).
(Ibid) further explains that it is also his/her role to check teacher’s schemes of work, lesson plans, progressive records and records of work covered. Syllabus coverage should also be evaluated by checking on pupils’ notes and assignments given. He/she should have the right teachers teach the subjects of expertise/interest and assist in any advice required. Such teachers should also be advised to set their academic and non-academic targets that are to be met at the end of the term/year. The headteacher should therefore know the progress of every child in the school both in curricular and co-curricular activities, and the progress one is continuously making. As there are planned tests for academic work, there should also be co-curricular activities presentations at planned times so as to evaluate them, and consequently improve on them. The headteacher should organize field trips occasionally for various classes after careful planning with the members of staff. There should then be an assignment related to such trips so as to evaluate their effectiveness (Teklemariam, 2009).

The literature review identifies the supervision of curriculum and instruction implementation as an academic improvement strategy. It has indicated that the headteacher must possess superior knowledge and skills above his/her teachers so as to transform the entire school culture positively. There exists a gap here because the Kenyan headteachers are not provided with prior skills and knowledge before being appointed into headship. The study intends to identify how effectively the Gatundu South District headteachers supervise curriculum instruction implementation in their schools. It will then recommend the missing and useful knowledge and skills required in carrying out this exercise to be provided for all teachers aspiring to be heads in future prior to their appointment.
2.5 School-Community Relations

A school has both the internal and external communities. The internal communities consist of the school personnel while the external has parents and all other educational stakeholders that are interested or benefit from the school. The study will be interested in external community and would wish to establish how the headteacher enhances the relations it has with the school.

Orlosky, et al (1984) describe the American community being a multicultural/multiracial some being considered as the minority. The headteacher and teachers need to understand the community so as to design and build programmes suited to its children and youth; not only the influential people but also the minority groups, the disadvantaged and religious minorities. Orlosky et al (1984) continue to say that close relationship with these groups build support and commitment to the school. The school should look for support from the people it serves since people support those whom they perceive to support them.

Nayak (2011) indicates that the effective headteacher tries to bring the community into his school and take the school into the community by working in conformity with the ideas of the community in which the school is situated. He/she assists the staff in knowing the community and teaching students’ ways in which they can contribute to the community development. The community members are encouraged to make constructive suggestions on ways of improving the school by being provided with avenues through which their ideas are reported and discussed. Some of the people that can be invited in the school include the professionals in the community such as nurses, managers, technicians, secretaries among others, to come and talk about their
jobs and experience (Olembo, 1986). This will give children an idea of what they would like to do once they leave school.

In Kenya, education is financed by public money through payment of taxes. The community therefore has a right to know how their money is being used (Teklemarian, 2009). The headteacher should make this clear by inviting the community to the school during closing days, sports day and others and show them the projects that the school has, such as, new pit latrines, piped water, tanks and classroom renovations. School facilities such as the playground, classrooms and desks can also be allowed to be used by the community for its various activities such as wedding ceremonies, adult education, village barazas etc.

Nyongesa (2007) says that the school is charged with the responsibility of preparing students for a productive role in society as well as transmission of culture from one generation to the next. It is for this reason that the community should be encouraged to take keen interest in the running of the school. Effective school community relations therefore is the channeling of this community interest towards development of the school, which will consequently improve on academic achievement. The headteacher should let the PTA and school management committee members get firsthand information about the school then take it to the larger community. It can also be passed through meetings, media, circulars, teachers, local administration or notes taken to local churches.

The PTA members should be allowed to monitor pupils’ academic progress and excellence by visiting the school and addressing pupils in small groups as class
representatives (Teklemarian, 2009). The headteacher also needs to understand the community cultural activities, seasons, celebrations, initiation rites, sources of income which all affect the system of education. He/she should make arrangements for the school to visit the important places in the community such as historic sites, museums, successful farmers and factories. This will make learning in school become more realistic to the learners.

The literature review has identified various methods through which the headteacher enhances the school community relations. They include communication, making use of resources in the community and allowing community members access to the school facilities. The literature has a gap because it doesn’t address how the headteacher can change the blame game attitude; the community has towards teachers and vice versa in public primary schools, due to the low academic achievement of pupils. The study will fill this gap by identifying more methods of enhancing this relationship, between the community and the school including change of attitude from negative to positive towards each other.
CHAPTER THREE
METHODOLOGY

3.1 Introduction
This chapter covers the study design and methodology. It includes the location of the study, target population, sampling techniques and sample size, research instruments, piloting, validity and reliability, data collection techniques, data analysis and logistical and ethical considerations.

3.2 Research Design
The study used descriptive survey as its research design. It is a method of collecting information by interviewing or using questionnaire (Orodho, 2012). It deals with incidences, distribution and interrelationships between variables. For example, one question is answered by different people to give own ideas thus showing the intensity and distribution of how many respond positively and negatively. Relationship comparison is therefore possible. It has also been widely used, in educational research for many years and continues to be used to gather information on prevailing conditions.

3.2.1 Variables
Independent Variable
The study used strategies employed by headteachers to improve on pupil’s academic performance as the independent variables. These strategies included; school personnel management, provision of school instructional materials, supervision of curriculum and instruction implementation and the school-community relations. The study wished to determine their effect on the pupils’ academic performance at KCPE
examination once they were manipulated by the headteachers in Gatundu South District.

Dependent Variable
This was the pupils' academic performance in examination.

3.3 Location of the Study
The study was carried out in Gatundu South District in Kiambu County. The towns that neighbor it include Thika to the North East and Nairobi to the South. It is connected to the Nairobi Thika superhighway by Kenyatta Road. Its population as per the 2009 census was 214,791 and its economic (agricultural) potential include coffee, tea and pineapple farming in small scale. It's a new District was split from Thika in 2008 and has been producing Mean Score of between 200 and 220 at KCPE examination since then which is below average (DQASO Gatundu South, 2013).

3.4 Target Population
The study targeted all the headteachers in the district, eight teachers from each school and ten standard seven and eight pupils in the 53 primary schools.

Table 3.1: Target population

<table>
<thead>
<tr>
<th>Study group</th>
<th>No.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers</td>
<td>1×53</td>
<td>53</td>
</tr>
<tr>
<td>Teachers</td>
<td>8×53</td>
<td>424</td>
</tr>
<tr>
<td>Pupils</td>
<td>10×53</td>
<td>530</td>
</tr>
<tr>
<td>Total Respondents</td>
<td></td>
<td>1007</td>
</tr>
</tbody>
</table>

Source: Researcher, 2013
3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

The study used the simple random sampling technique while selecting the schools. Headteachers were however purposively selected. The simple random sampling technique gave each school an equal chance of being included in the sample. Raffle or folding of papers was used where all schools were written down then the required sample randomly picked. There was no bias in favour of any school. Teachers and pupils were randomly picked.

3.5.2 Sample Size

The sample size was determined according to guidelines of Kothari (2004; 56) which state that it should neither be excessively large, nor too small but optimum. The researcher chose the population and the sample sizes as indicated in the table below.

<table>
<thead>
<tr>
<th>Items</th>
<th>Population(N)100%</th>
<th>Sample (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>53</td>
<td>12</td>
</tr>
<tr>
<td>Headteachers</td>
<td>53</td>
<td>12</td>
</tr>
<tr>
<td>Teachers</td>
<td>424</td>
<td>64</td>
</tr>
<tr>
<td>Pupils</td>
<td>530</td>
<td>80</td>
</tr>
</tbody>
</table>

Source: Researcher, 2013

3.6 Construction of Research Instruments

The study used questionnaire as its instruments since the respondents were all literate and a wider and more representative distribution of sample was possible (Kothari, 2004; 105). Questionnaires are also free from the bias of the interviewers (Fraenkel,
and Wallen, 2009). The questionnaires were constructed in such a way that each category of respondents that is; Headteachers, teachers and pupils gave information as per the objectives of the study.

3.7 Pilot Study

Two schools were selected from the 41 that were not included in final sample of schools. They were identified using folding of papers to select them. Data were collected by using questionnaire distributed to the respondents and analyzed. It assisted in the establishment of the instruments reliability and also familiarized the researcher with the administration of questionnaires in the field (Orodho, 2012)

3.7.1 Validity

The validity of the instruments was established by the researcher’s supervisors who are members of the panel of experts from the Department of Educational Management, Policy and Curriculum Studies at Kenyatta University. The focus of determining validity was to check on the clarity of items, extent to which they could adequately cover content and to predict how well they could be filled during the actual study.

3.7.2 Reliability

The reliability of the instruments was tested through the Test-Retest Method. Respondents from the pilot schools filled the questionnaires twice. The second administration of the questionnaires was done after two weeks and their responses were compared and analyzed to get a correlation coefficient (correlation of reliability) using Pearson Product-Moment Correlation between the pretest and the posttest scores. A coefficient of 0.7 was obtained meaning that the instruments yielded data that had high test retest reliability (Gay, 2009).
3.8 Data Collection Techniques

Data were collected by the administration of the questionnaire to the respective respondents. There was a questionnaire for the headteachers, a different one for the teachers and another for the pupils. The three of them however gathered the same information for the study objectives which included; management of school personnel, school instructional materials, curriculum and instruction implementation and the school community relations. Each respondent was expected to fill the questionnaire individually which was then collected immediately.

3.9 Data Analysis

After field work data were coded and tabulated. They were analyzed through SPSS using descriptive statistics. Quantitative data resulted to frequencies, as percentages and presented in frequency distribution tables and graphs. Qualitative data generated from open ended questions were analyzed in themes and categories pertinent to the study. These were evaluated to provide useful information for answering the research questions.

3.10 Logistical and Ethical Considerations

Before going to collect data during the study, the researcher obtained research permit from the National Council of Science and Technology. She also informed the DQASO Gatundu South District. Later she paid courtesy calls to the headteachers of the schools included in the sample survey so as to make arrangements for the best days and time for data collection. Rapport was created between the researcher and the respondents before the administration of the research instruments. The respondents were assured that the information they provided was to be treated confidentially and would only be used in this research project and not for any other purpose.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This study investigated the strategies employed by the public primary schools headteachers to improve pupils' academic performance in Gatundu South District. The study specifically investigated the role played by headteachers in the management of school personnel to improve pupils' academic performance, the role of headteachers in the provision of the school instructional materials to improve pupils' academic performance, headteachers' supervision of curriculum and instruction implementation as an academic improvement strategy and the role of the headteachers in enhancing the school community relations for improved academic performance by pupils. This chapter presents the findings of this study under these themes and demographic attributes of the respondents. It also discusses those findings in line with the views that had been advanced earlier in the related studies.

4.2 Questionnaire Return Rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Out of the 12 headteachers, 64 teachers and 80 pupils sampled during the study, 12 headteachers, 64 teachers and 78 pupils filled and returned the questionnaires. The return rates were above 80% and hence were deemed adequate for data analysis.

4.3 Demographic Information of the Respondents

The following section presents the data from headteachers, teachers and pupils
4.3.1 Demographic Data of Headteachers

The demographic data of the head teachers were based on their gender and the K.C.P.E performance for the last four years in their schools. Table 4.1 shows gender of headteachers.

Table 4.1 Sex of Headteachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10</td>
<td>83.3</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The study established that only 16.7 percent of the sampled schools were headed by female teachers against the dominant 83.3 percent male headed schools. This indicates the high gender disparity in leadership in the study area meaning that the government’s policy of gender representation of both genders in educational administration has not been adhered to.
Table 4.2 shows mean standard score for the KCPE examination for the schools since the year 2009.

**Table 4.2: Mean Standard Score for the KCPE Examination for the Sampled Schools since the Year 2009**

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>192.0</td>
<td>200.0</td>
<td>191.0</td>
<td>209.0</td>
<td>1</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>192.0</td>
<td>187.0</td>
<td>173.0</td>
<td>186.0</td>
<td>1</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>194.0</td>
<td>184.0</td>
<td>200.0</td>
<td>197.0</td>
<td>1</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>188.0</td>
<td>178.0</td>
<td>206.0</td>
<td>170.0</td>
<td>1</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>198.0</td>
<td>230.0</td>
<td>218.0</td>
<td>214.0</td>
<td>1</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>218.0</td>
<td>212.0</td>
<td>213.0</td>
<td>206.0</td>
<td>1</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>213.0</td>
<td>248.0</td>
<td>252.0</td>
<td>233.0</td>
<td>1</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>229.0</td>
<td>210.0</td>
<td>219.0</td>
<td>222.0</td>
<td>1</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>225.0</td>
<td>253.0</td>
<td>269.0</td>
<td>252.0</td>
<td>1</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>252.0</td>
<td>217.0</td>
<td>175.0</td>
<td>169.0</td>
<td>1</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>186.0</td>
<td>243.0</td>
<td>243.0</td>
<td>258.0</td>
<td>1</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>251.0</td>
<td>219.0</td>
<td>221.0</td>
<td>213.0</td>
<td>1</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>12</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Mean standard scores for the KCPE examination for the sampled schools since the year 2009 indicated that in 2012 the school with the highest mean score had 252.0 marks (slightly above average) while the lowest had 186.0 marks. In the year 2011, the highest school had a mean of 253.0 marks while the least was 178.0 marks. In the year 2010, the highest school had a mean of 269.0 marks while the least was 173.0 marks. In the year 2009, the highest school had a mean of 258.0 marks while the least
was 169.0 marks which is far below average. It is also interesting to note that the year 2012 had the highest number of schools (6) with less than 200 marks among the sampled schools. Years 2011 and 2010 had only 3 schools while 2009 had 4, meaning there was immediate need to improve on this performance.

Asked to rate this performance, the head teachers responded as presented in Table 4.3

<table>
<thead>
<tr>
<th>Rate</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>9</td>
<td>75.0</td>
</tr>
<tr>
<td>Below average</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Data presented in table 4.3 above revealed that 75 percent of the headteachers rated their performance in KCPE Examination as average while 25 percent of them indicated that it was below average. The data in table 4.2 are not in line with what majority of the headteachers stated here because among the sampled schools, it is only one that got 250+ marks in the years 2009 to 2012. The headteachers’ remark is not in line with Fuller (2011) who states that the former needs to be empowered and consequently empower his/her teachers, inspiring them to work from a feeling of sincere commitment which leads to improved pupils achievement.

4.3.2 Demographic Data of Teachers

The demographic data of the teachers was based on their gender and performance of their subjects in school. Table 4.4 indicates teachers’ gender.
The distribution of teachers according to sex show that there were more female teachers (41) than male (23) although the one third rule of each gender representation was adhered to.

Asked to rate the pupil’s academic performance in the subjects that they taught, the teachers responded as shown in table 4.5.

### Table 4.4: Distribution of Teachers According to Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>23</td>
<td>35.9</td>
</tr>
<tr>
<td>Female</td>
<td>41</td>
<td>64.1</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Data showed that 58(90.6%) out of 64 teachers indicated that pupils were average performers in their subjects, 3(4.7%) of them said it was above average while the same number noted it was below average. The findings concur with the headteachers’ responses that the performance was not good in the schools hence there was need to put in place strategies that could improve it.

### Table 4.5: Teachers’ Evaluation on Pupils’ Academic Performance in the Subjects They Taught

<table>
<thead>
<tr>
<th>Rate</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above average</td>
<td>3</td>
<td>4.7</td>
</tr>
<tr>
<td>Average</td>
<td>58</td>
<td>90.6</td>
</tr>
<tr>
<td>Below average</td>
<td>3</td>
<td>4.7</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.3.3 Demographic Data of Pupils

The demographic data of the pupils was based on gender and class.

Table 4.6 indicates pupils' gender

Table 4.6: Distribution of Sampled Pupils According to Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>39</td>
<td>50.0</td>
</tr>
<tr>
<td>Female</td>
<td>39</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.6 shows that 39(50.0%) pupils were male while the same number were female. The data implies that the UNESCO (2007) outcry for Education for All in Africa has been adhered to in the study area.

Asked to indicate their class, the pupils responded as shown in Table 4.7

Table 4.7: Distribution of Sampled Pupils According to Class

<table>
<thead>
<tr>
<th>Class</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven</td>
<td>29</td>
<td>37.2</td>
</tr>
<tr>
<td>Eight</td>
<td>49</td>
<td>62.8</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Data revealed that 62.8% of pupils were from class eight while 37.2% of them were from class seven. There were relatively more class 8 pupils in the sample distribution which may suggest that some class 7 pupils lacked the confidence to fill the questionnaires.
4.4 Role played by Headteachers in the Management of School Personnel to Improve Pupils' Academic Performance

The purpose of this study was to investigate strategies employed by the public primary schools headteachers to improve on the pupils' academic performance in Gatundu South District. The first objective of the study sought to establish the role played by headteachers in the management of school personnel to improve on pupils' academic performance. This section presents findings.

To establish whether the headteachers participated in the recruitment and selection process of the teachers in the DQASO office before they were posted to their schools, the former were asked to state yes or no. Data revealed that they were not involved as indicated by all (100.0%) of them responding negatively. Asked whether they facilitated educational seminars and workshops for their teachers for their professional developments, they responded as shown in Table 4.8

<table>
<thead>
<tr>
<th>Response to facilitation</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do facilitate</td>
<td>9</td>
<td>75.0</td>
</tr>
<tr>
<td>Do not facilitate</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings show that 9 (75.0%) head teachers facilitated educational seminars and workshops to their teachers for their professional developments while 3(25.0%) of them did not facilitate due to lack of expertise and they relied on seminars and
workshops organized by zonal T.A.C. When asked to indicate the facilities they used, the headteachers said that they used, booklets, PowerPoint, TAC tutors and QASOs' stationary, teaching/learning materials and motivational speakers. This agrees with Gorton (2007) who advises the teachers in Virginia to 'share power' with their teachers for improved school performance.

The study further sought to establish whether the head teachers encouraged teachers to attend educational workshops, seminars, conferences or go for further studies for their professional development. Table 4.9 presents teachers' responses.

Table 4.9: Teachers' Responses on Whether Headteachers Encouraged Their Professional Development

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>63</td>
<td>98.4</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>1.6</td>
</tr>
</tbody>
</table>

Table 4.9 shows that 63 (98.4%) teachers indicated that the head teachers encouraged them to attend educational workshops, seminars, conferences or go for further studies for their professional development. This concurs with Olembo (1992) who notes that it is the function of the head teacher to guarantee opportunities for the staff advancement so that high moral is maintained amongst them.

The head teachers were further asked to indicate if they agreed or disagreed with regard to statements that sought to establish how they managed personnel. Their responses are presented in table 4.10.
Table 4.10: Head teachers' Responses on Management of School Personnel

The table below indicates the head teachers' responses on management of school personnel

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The head teacher encourages teachers' innovations and creativity by giving</td>
<td>4 33.3</td>
<td>8 66.7</td>
<td>0 0.00</td>
</tr>
<tr>
<td>them the administrative support as required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher/pupil relationship in my school is very pleasant and friendly</td>
<td>2 16.7</td>
<td>9 75.0</td>
<td>1 8.3</td>
</tr>
<tr>
<td>The head teacher knows more than half of all the pupils in the school by</td>
<td>5 41.7</td>
<td>3 25.0</td>
<td>4 33.3</td>
</tr>
<tr>
<td>their names</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers freely approach the headteacher in case of individual needs</td>
<td>6 50.0</td>
<td>6 50.0</td>
<td>0 0.00</td>
</tr>
</tbody>
</table>

From the data indicated in Table 4:10 above, 66.7 percent of head teachers agreed that they encouraged teachers' innovations and creativity by giving them administrative support as required. This is consistent with Mbiti (2003) who states that all those who work under the head teacher must depend on him more than he depends on them.

Concerning the teacher/pupil relationship in the schools, 75 percent of the head teachers agreed that it was very pleasant and friendly. The findings concur with Munro (2008) who indicates that best practices for learning entail having teachers, learners and leaders all contributing to a positive school environment typified by trust and caring relationships. On the statement whether the headteacher knew more than
half of the pupils in his/her school by their names, 41.7 percent of them strongly agreed. The findings are in agreement with Nayak (2011) who states that it is the responsibility of the head teacher to know all pupils personally and create a cordial relationship with them. Cohesive and cordial relationships in the school environment promote discipline among the pupils which leads to high academic achievement.

When asked if all teachers approached the headteacher in case of individual needs, the responses were as follows: 50 percent of the head teachers strongly agreed and the same number agreed. These findings concur with Nayak (2011) who indicates that the head teachers should not show any undue favor to any member of staff but should find out how different teachers wish to be treated and treat them accordingly. Nayak continues to say that he/she should also be easily accessible to the staff, which is proved by the large number of teachers who agreed with the statement. The head teachers involved in the study realize the vital role played by the teachers of impacting knowledge, skills and positive attitudes to the learners and have considered handling them as a critical role in relation to the pupil’s academic performance.

Teachers were also required to give information on Management of the school personnel and they responded as indicated in table 4.11
### Table 4.11: Teachers' Responses on Management of School Personnel

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F</strong></td>
<td><strong>%</strong></td>
<td><strong>F</strong></td>
<td><strong>%</strong></td>
</tr>
<tr>
<td>Our headteacher encourages teachers innovations and creativity by giving us administrative support as required</td>
<td>23</td>
<td>35.9</td>
<td>38</td>
</tr>
<tr>
<td>The headteacher has created a friendly and pleasant teacher pupil/relationship in our school</td>
<td>27</td>
<td>42.2</td>
<td>35</td>
</tr>
<tr>
<td>All teachers freely approach the headteacher in case of individual needs</td>
<td>29</td>
<td>45.3</td>
<td>33</td>
</tr>
<tr>
<td>Our headteachers' effective management of the school personnel has contributed positively towards pupils' academic achievement</td>
<td>20</td>
<td>31.3</td>
<td>36</td>
</tr>
</tbody>
</table>

Findings on Table 4.11 indicate that 59.4 percent of teachers agreed that the headteachers encouraged their innovations and creativity by giving them the administrative support as required. Concerning the teacher/pupil relationship in the schools, fifty four point seven percent of the teachers agreed that it was very pleasant and friendly. When asked if all teachers approached the headteacher in case of individual needs, 51.6 percent of teachers agreed, while 45.3 percent strongly agreed. The percentage of teachers who affirmed that the headteachers effective management of the school personnel had contributed positively towards pupils academic achievements was 56.3%.
The pupils were also asked to indicate how the headteachers managed the school personnel. The responses are presented in table 4.12.

Table 4.12: Pupils’ Responses on Management of School Personnel

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher pupil relationship in our school is very pleasant and friendly</td>
<td>41 52.6%</td>
<td>33 42.3%</td>
<td>4 5.1%</td>
</tr>
<tr>
<td>The headteacher knows more than half of all pupils in the school by their names</td>
<td>36 46.2%</td>
<td>26 33.3%</td>
<td>16 20.5%</td>
</tr>
<tr>
<td>The headteacher has motivated all pupils to achieve high marks in the examinations</td>
<td>58 74.4%</td>
<td>18 23.1%</td>
<td>2 2.6%</td>
</tr>
</tbody>
</table>

From the data indicated in table 4:12 above, concerning the teacher/pupil relationship in the schools, 52.6 percent of the pupils strongly agreed that it was very pleasant and friendly. On the statement whether the headteacher knew more than half of them in his/her school by their names, 46.2 percent of the pupils strongly agreed. The number of pupils who indicated that the headteacher had motivated them to achieve high marks in the examination was 74.4%.

The study also sought to establish how the head teacher dealt with the school personnel. The teacher’s responses are presented in table 4.13.
The teachers were also asked to evaluate on how head teachers interacted with the school personnel using the very appropriate and inappropriate scale. Majority of the teachers 68.8 percent indicated that the interactions were appropriate, 26.6 percent said it was very appropriate while 4.7 percent stated it was inappropriate. This concurs with Munro (2008) who states that the essential task of a school leader is to create an atmosphere of warmth, trust and good rapport in which people feel good about themselves, energized about their mission and committed to giving their finest.

### 4.5 The Role of Head teachers in the Provision of the School Instructional Materials to Improve Pupils’ Academic Performance

To establish the role of headteachers in the provision of the school instructional materials to improve pupils' academic performance, the researcher posed questions to headteachers, teachers and pupils to seek the same. Data is presented in the following section.

Table 4.14 indicates head teacher's responses on the school instructional materials.
Table 4.14: Head teachers’ Responses on School Instructional Materials

<table>
<thead>
<tr>
<th>School instructional materials</th>
<th>Adequate</th>
<th></th>
<th>Inadequate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Text books</td>
<td>4</td>
<td>33.3</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>Teachers’ guides</td>
<td>1</td>
<td>8.3</td>
<td>11</td>
<td>91.6</td>
</tr>
<tr>
<td>Pupils’ supplementary</td>
<td>1</td>
<td>8.3</td>
<td>11</td>
<td>91.6</td>
</tr>
<tr>
<td>Pupils’ exercise books</td>
<td>9</td>
<td>65.0</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Biros, pencils</td>
<td>8</td>
<td>66.7</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Geometrical sets</td>
<td>3</td>
<td>25.0</td>
<td>8</td>
<td>66.6</td>
</tr>
<tr>
<td>Library books</td>
<td>1</td>
<td>8.3</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>Maps /Atlases</td>
<td>4</td>
<td>33.3</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>Revision materials(P.P)</td>
<td>7</td>
<td>58.3</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Charts</td>
<td>4</td>
<td>33.3</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Cassette players</td>
<td>1</td>
<td>8.3</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Radio</td>
<td>4</td>
<td>33.3</td>
<td>3</td>
<td>25.9</td>
</tr>
<tr>
<td>Magazines</td>
<td>1</td>
<td>8.3</td>
<td>11</td>
<td>91.6</td>
</tr>
</tbody>
</table>

Table 4.14 shows that 8(66.7%) schools had inadequate textbooks, library books and maps/Atlases. Eleven of them (91.6%) had inadequate teachers’ guides, pupils supplementary and magazines. There were 66.6 percent and 58.3 percent with inadequate geometrical sets and charts respectively. Findings established that the sampled schools lacked adequate important learning resources. This is similar to White (2004) who realized that insufficient text books in Ghana had made the primary school graduates to score no better on simple reading tests than those who had not been in schools. Still, UNICEF (2008) reported that 25 percent to 40 percent of
teachers in Africa teach without teacher’s guides for their subjects reading to poor academic performance.

The researcher further sought to establish where headteachers got funds for purchasing additional instructional materials for their school. Data is tabulated in Table 4.15

Table 4.15: Headteachers’ Responses on the Source of Funds for Purchasing Additional Instructional Materials for Their Schools

<table>
<thead>
<tr>
<th>Source</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Mobilizing the PTA</td>
<td>6</td>
<td>50.0</td>
</tr>
<tr>
<td>Inviting the donors to come and assist</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Old boys/girls association provide for us</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Ministry of education</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>FPE</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Data show that 6 out of 12 (50%) head teachers mobilized the PTA so as to get the funds for purchasing additional instructional materials for their school, 2(16.7%) of them invited the donors to come and assist while 1(8.3%) of them got money from the ministry of education and 1 through free Primary Education (FPE). This indicates that majority of the head teachers in the sampled schools had made an effort to source funds for purchasing additional instructional materials for the schools. Teachers were also asked to establish whether the head teacher makes an effort to provide additional
instructional materials and they responded in the affirmative. Concerning the methods the head teacher had used to provide the additional materials, teachers said that parent’s sponsors, borrowing, improvising and donations from stake holders were used. Teachers further added that sometimes the head teacher bought the materials, liaised with resource persons and old boys/girls associations to assist the schools. These findings are consistent with Olembo (1992) assertion that the head teacher should be able to mobilize financial resources from well-wishers, donors, old boys/girls association to supplement government funding’s. This is because it is not possible to establish and maintain enough pool of all the instructional materials by depending on only the government finance.

The teachers were asked whether their head teacher attended and participated in the school instructional materials committee meetings. The data is presented as shown in table 4.16

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>56</td>
<td>87.5</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the data in table 4.16, fifty six (87.5) teachers indicated that the headteacher attended and participated in the school instructional materials committee meetings. Asked to indicate the headteacher inputs during the meetings, teachers indicated that
the headteacher guided and advised them on provision of materials. Teachers further added that the head teachers supported through finance, moral support, and motivation, deliverance of guidance and information from the government, administrative advice and through providing security for the purchased materials. This is in agreement with Olembo (1992) who says that the head teacher should exercise leadership in forums concerned with school instructional materials.

4.6 Head teachers’ Supervision of Curriculum and Instruction Implementation as an Academic Improvement Strategy

The study was interested to establish headteachers’ supervision of curriculum and instruction implementation as an academic improvement strategy. Findings are presented in the following section.

When headteachers were asked whether they provided their teachers with seminars on the current teaching strategies, they responded as shown in Table 4.17

<table>
<thead>
<tr>
<th>Response</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>91.7</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>8.3</td>
</tr>
</tbody>
</table>

The head teachers who indicated that they provided teachers with seminars on the current teaching strategies were 11(91.7). Teachers were asked the same question and 75 percent of them responded in the affirmative. Findings further show that the same numbers of headteachers were able to supervise instruction in classes in their school.
In relation to the frequency which they supervised head teachers responded as presented in table 4.18.

This implies that the headteacher assisted teachers to develop competence in teaching skills by organizing seminars, conferences and in-service education for them.

Table 4.18 shows the frequency at which the headteachers were able to supervise instruction in classes in their school.

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a month</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Once a term</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Once a year</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Rarely</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>When need arises</td>
<td>2</td>
<td>16.7</td>
</tr>
</tbody>
</table>

Table 4.18 shows that majority of head teachers (58.3%) were able to supervise instructions in classes once per term, 8.3 percent of them once per month and the same percentage once a year and rarely, while 16.7 percent supervised when need arose. This reveals that head teachers knew the importance of supervising instructions in their schools. It also concurs with Kochhar (1990) who indicates that in order to upgrade the quality of instructions taking place in the classrooms, head teachers must supervise it creatively, cooperatively and constructively. The researcher further sought to establish whether most teachers appreciated being supervised by their head
teachers as they taught. Forty six (65.6%) of them and 10 (83.3%) head teachers indicated that teachers did not appreciate.

Asked to give the reasons, teachers stated that they need freedom as they teach, need to be trusted and wanted to bare fully responsibility for their learners’ performance. This agrees with Fuller (2011) whose study indicates that teachers should be empowered not to work from a feeling of obligation but of sincere commitment which consequently leads to improved pupils’ achievements.

To establish on the head teachers’ supervision of curriculum and instructional implementation as an academic improvement strategy, pupils responded as indicateds in table 4.19

Table 4:19: Pupils’ Responses on Headteachers’ Supervision of Curriculum and Instruction Implementation as an Academic Improvement Strategy

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Does your head teacher sometimes come and observe as teachers are teaching you?</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Does the head teacher sometimes check all your exercise books to see the homework and the assignments that the teachers give you?</td>
<td>40</td>
<td>38</td>
</tr>
</tbody>
</table>

Sixty five pupils (83.3%) said that their head teachers sometimes came and observed as other teachers were teaching them while 40 (51.3%) of them indicated that the head teacher sometimes checked all their exercise books to see the homework and the
assignments that the teachers gave them. The findings indicate that head teachers supervise curriculum and instructions constructively which is one of the key responsibilities they have in the schools.

To establish when the head teachers checked on classes' coverage of syllabus they responded as provided on table 4.20.

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of every term</td>
<td>9</td>
<td>75.0</td>
</tr>
<tr>
<td>In July each Year</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The data in table 4:20 above show that nine head teachers (75%) checked on classes' coverage of syllabus end of every term while 3(25%) of them checked in July each year. July is the end of second term when every teacher is expected to have covered two thirds of the syllabus or slightly above so that third term will mostly be used for revision purposes. This indicates that the head teachers ensured that all activities were efficiently planned, carefully carried on and result to student development.

4.7 Head teachers’ Role in Enhancing the School- Community Relations for Improved Academic Performance by Pupils.

To examine the role of headteacher in enhancing the school community relations for improved academic performance by pupils, headteachers were asked whether they
invited ideas/suggestions from the community geared towards the improvement of the pupil’s academic performance. Headteachers revealed that they invited ideas. This was because close relationships with community groups build support and commitment to the school.

The researcher further sought to establish from pupils/head teachers/teachers whether parent/guardian went to discuss their academic performance with the subject teacher even without being invited by the teacher or headteacher.

Data is tabulated in Table 4.21 and figures 4.1 and 4.2.

Table 4:21: Pupils’ Responses on Whether Parent/Guardian Went to Discuss Their Academic Performance with Their Subject Teacher

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>39.7</td>
</tr>
<tr>
<td>No</td>
<td>47</td>
<td>60.3</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Figure 4.1: Head teachers' Responses on the Frequency at which Parents Visited the School to find out the Academic Progress of their Children

Figure 4.2: Teachers' Responses on the Frequency with Which Parents Visited the School to find out the Academic Progress of Their Children
Majority of the pupils (60.3%) indicated that the parents or guardians never went to discuss their academic performance with the subject teachers even without being invited by the teacher or head teacher while 39.7% gave a positive response. Asked to indicate the same 25% of the head teachers revealed that parents/guardians sometimes visited the school. 58.3% said rarely while 16.7% indicated never. The teacher’s findings were 56.3% of them indicating rarely, 34.4% sometimes and 9.4% never. Majority of the head teachers/teachers indicated that parents/guardians rarely visited schools to find out about their children’s academic progress. This implies that parents from the sampled schools are not very keen on following up their children’s performance at school.

The researcher further sought to establish the school events on which the head teachers invited the community to come and celebrate with them. Data is presented in table 4.22

Table 4.22: Head teachers’ Responses on the School Events on Which They Invited the Community to Come and Celebrate with Them

<table>
<thead>
<tr>
<th>Function</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Closing day</td>
<td>9</td>
<td>75.0</td>
</tr>
<tr>
<td>Sports day</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Pupils academic clinic days</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Music/Drama presentations</td>
<td>12</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>83.3</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>83.3</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Data show 9(75.0%) head teachers invited the community during closing days, 10(83.3%) of them did not invite them during sports day and pupils academic clinic
day respectively. All of them (100%) however invited the community during music/drama presentations. The findings indicate a partiality created by the head teachers by inviting the community during some events and leaving them out during some. It is also not in consistent with Olembo (1986) whose indicates that the head teacher should invite the community to the school during all possible events.

The study further sought to establish how the head teacher enhanced the school-community relationships as an academic improvement strategy. Findings are presented in tables 4.23, 4.24 and 4.25.

Table 4.23 gives the pupils' responses on the school–community relationships.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th></th>
<th>False</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Your class visits the village while</td>
<td>18</td>
<td>23.1</td>
<td>60</td>
<td>76.9</td>
</tr>
<tr>
<td>You are learning subjects such as</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science and social studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes professionals in your Village</td>
<td>44</td>
<td>56.4</td>
<td>34</td>
<td>43.6</td>
</tr>
<tr>
<td>come and talk to you about their Careers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Finding show that 60(76.9%) pupils indicated that their class did not visit the village while learning subjects such as science, social studies with the teachers concerned.

When pupils were asked if there were professionals who the head teachers invited to come and address them on the careers they possessed as a way of motivation, 56.4 percent of them indicated that it was true.
Table 4.24 gives the head teachers' response on the school-community relationship.

Table 4.24: Head teachers' Response on School-Community Relations

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The community enthusiastically assists the school</td>
<td>4</td>
<td>33.3</td>
<td>8</td>
<td>66.7</td>
</tr>
</tbody>
</table>

in all possible ways to help improve pupils academic performance

The data on table 4.24 show that 8(66.7%) head teachers disagreed that the community enthusiastically assists the school in all possible ways to help improve pupil's academic performance. The findings contradict Orlosky (1984) who says that close relationship of the community with the school build support and commitment to the school. Here the community fails to realize that assisting the school means upgrading the education of its own children

Table 4.25 gives teachers' responses on the school-community relationship.

Table 4.25: Teachers' Responses on School-Community Relationship

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there professionals in the community whom the headteacher sometimes invite to come and address the pupils' on their professional careers as a way of motivation</td>
<td>46</td>
<td>71.9</td>
<td>18</td>
<td>28.1</td>
</tr>
<tr>
<td>Would you agree that the community enthusiastically assists the school in all possible ways to help improve pupils' academic performance</td>
<td>33</td>
<td>51.6</td>
<td>31</td>
<td>48.4</td>
</tr>
</tbody>
</table>
When teachers were asked if there were professionals who the head teachers invited to come and address the pupils on the careers they possessed as a way of motivation, 71.9 percent of the teachers indicated that it was true. This endeavor by the head teachers is a way of giving learners an idea of what they would like to do once they leave school. It is also in consonance with Nayak (2011) who indicates that the effective head teacher tries to bring the community into the school and take the school in the community by working in conformity with the ideas of the community in which the school is situated.

As for the school resources that the head teachers allowed the community to make use of, figure 4 shows the head teachers responses.

**Figure 4.3: Head teachers’ Response on the School Resources that They Allowed the Community to Use**
Data show that 5(41.7%) head teachers allowed the community to use school playground, 4(33.3%) of them allowed pupils' desks while 2(16.7%) allowed the classrooms on weekends/school holidays. Only 1(8.3%) allowed the use of the school hall. The data conquer with the Teklemarian (2009) who advices the head teachers to allow the community members to make use of the school facilities. After all it is the same community that contributed to the starting of the school by providing land, labour force and materials.

When teachers and headteachers were asked to indicate the resources in the community that the school made use of during the teaching/learning process, they revealed that they used wells for water, land in science lesson, guest speakers, cattle sheds and buildings. Data further show that the schools used community shopping centre, churches and hospital. The schools also used community roads, field, factory, vegetation, domestic animals and crops. This indicates that headteacher enhanced the school community relations though communication, making use of resources in the community and allowing community members access to the school facilities.

Asked to provide ways through which they enhance the school-community relations as a means of improving pupil's academic performance in their school, the headteachers indicated that they involved old boys and girls associations and pupils in conserving the environment, attended community social activities and development matters. Teachers revealed that the headteachers invited community for meetings, taught children to respect the people in the community, allowed the community to use the playgrounds and school furniture.
This implies that head teacher assisted the staff in knowing the community and teaching students ways in which they can contribute to the community development. The community members were encouraged to make constructive suggestions on ways of improving the school by being provided with avenues through which their ideas are reported and discussed.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter summarizes the study, discusses the findings of the study and presents conclusions recommendations and suggestions for further research.

5.2 Summary of findings
The objective of the study was to determine the role played by head teachers in the management of school personnel to improve pupils' academic performance; to evaluate the role of head teachers in the provision of the school instructional materials to improve pupils' academic performance; to assess head teachers’ supervision of curriculum and instructions implementation as an academic improvement strategy; to assess the role of the head teachers in enhancing the school community relations for improved academic Performance by pupils. The study used Robert House’ Path Goal Theory to relate the independent variable (strategies) and the dependent variable (academic performance).

The study used descriptive survey as its research design and was conducted in Gatundu South District. The study targeted 12 head teachers who were purposively sampled, 64 teachers and 80 pupils' selected randomly using probability sampling. Questionnaires were used as the study instruments and their validity and reliability was tested by piloting in two schools which were excluded in the actual study. Quantitative data were analyzed through SPSS using descriptive statistics resulting to frequencies, as percentages and presented in frequency distribution tables and graphs.
Qualitative data were analyzed by establishing themes and objectives. The following are the summary and the conclusion of the study in relation to the research questions.

5.3 Role Played by Head Teachers in the Management of the School Personnel in an Attempt to Improve Pupils' Academic Performance

Findings revealed that all head teachers involved in the study did not participate in the recruitment and selection process of teachers in the DQASO office before they were posted to their schools. The percentage of head teachers that facilitated educational seminars and workshops to their teachers for their professional development was seventy five. Over 90 percent of teachers affirmed that their head teachers encouraged them to attend educational workshops seminars, conferences or go for further studies. More than 90 percent of head teachers/teachers agreed that the head teachers encouraged teacher's innovations while over 80 percent of head teachers/teachers/pupils agreed that the teacher-pupil relationship in the schools was very pleasant and friendly. At least 90 percent of head teachers/teachers agreed that teachers freely approached the head teacher in case of individual need while over 60 percent of head teachers/teachers/pupils affirmed that the head teacher knew more than a half of all pupils in the school by their names. More than 90 percent of teachers indicated that head teachers' interactions with the school personnel were appropriate.

5.3.1 Role Played by Head Teachers in the Provision of the School Instructional Materials in an Attempt to Improve Pupils' Academic Performance

The study found that all head teachers participated in the School Instructional Materials Committee meetings and provided all necessary assistance. Over 60 percent of all the schools involved in the study had inadequate text books, geometrical sets,
library books and maps/atlases. More than 90 percent of them had inadequate teacher's guides, pupils supplementary and magazines. It is the role of the head teacher to ensure that these instructional materials are available, adequate and appropriately utilized during the teaching/learning process in the school which not the case here. Over 50 percent of them however had adequate pupils' exercise books, biros/pencils and revision materials. More than 80 percent of the head teachers/teachers agreed that inadequate instructional materials had contributed negatively towards the academic performance of pupils. At least 50 percent of the head teachers however mobilized the PTA to source funds for purchasing additional instructional materials for their schools.

5.3.2 Head Teachers Effectiveness in the supervision of Curriculum and Instruction Implementation in Enhancing Pupils' Academic Performance

Over 70 percent of the head teachers/teachers indicated that the head teacher provided the teachers with seminars of the current teaching strategies. More than 65 percent of the head teachers/teachers indicated that teachers did not appreciate instructional supervision provided by the head teachers. The percentage of head teachers who checked on classes' coverage of syllabus at the end of every term was seventy five and fifty one percent of them checked on pupils' homework and assignments. All these findings are above fifty percent thus indicating that the head teachers were effective in the supervision of curriculum and instruction implementation.
5.3.3 The Role of Head Teachers in Enhancing the School Community Relations

It is important to note that over 55 percent of the head teachers/teachers indicate that parents rarely visit schools to find out about their children’s academic progress while more than 60 percent of the pupils said they never. More than 55 percent of all respondents (head teachers/teachers/pupils) indicated that there were professionals who were invited in the schools to address pupils on their careers as a way of innovation. Over 50 percent of the head teachers/teachers revealed that the community did not enthusiastically assist the school in all possible ways to help improve pupil’s academic performance. Head teachers did not invite parents to schools during all events too.

5.4 Conclusions

5.4.1 Role Played by the Head Teachers in the Management of the School Personnel in an Attempt to Improve Pupils’ Academic Performance

It can be concluded that the head teachers played their role in the management of the school personnel in an attempt to improve pupils academic performance. This is confirmed by the fact that they facilitated educational seminars and workshops for their teachers to enhance their professional development. Teachers’ innovations were encouraged and that the teacher/pupil relationships were very pleasant and friendly in schools.
5.4.2 Role Played by Head Teachers in the Provision of the School Instructional Materials in an Attempt to Improve Pupils’ Academic Performance

Based on the findings of the study it can be concluded that the head teachers had not provided their schools with adequate instructional materials in an attempt to improve pupil’s academic performance. The schools had inadequate text books, library books, geometrical sets, teacher’s guides, pupil’s supplementary, magazines and maps/atlases. These are the key instructional materials in a school without which the learner’s academic performance remains poor.

5.4.3 Head Teachers Effectiveness in the Supervision of Curriculum and Instruction Implementation in Enhancing Pupils’ Academic Performance

Based on the findings of the study, it can be concluded that all the head teachers that participated in the study were effective in the supervision of curriculum and instruction as a way of enhancing pupil’s academic performance. This is proved by the facts that majority of them provided their teachers with seminars on the current teaching strategies, supervised curriculum and instruction implementation in their schools, checked on the syllabus coverage termly as well as pupils homework and class assignments. Head teachers as school administrators know that it is their role to supervise curriculum and instructions in their schools and cannot therefore fail to supervise.

5.4.4 How the Head Teachers Enhance the School Community Relations.

From the study findings, it can be concluded that all the head teachers involved in the study had not succeeded in enhancing the school-community relations as a strategy for improving pupils’ academic performance. This is because over 55 percent of the
head teachers/teachers stated that parents rarely visit schools to find out about their children’s academic progress, while over 60 percent of the pupils said that they never visited. In addition, more than 50 percent of the head teachers/teachers revealed that the community does not enthusiastically assists the schools in all possible ways to help improve the pupil’s academic performance. This may be as a result of the community’s attitude towards education or its economic status but it is the responsibility of the head teacher to sensitize it on the importance of the pupil’s high academic performance. At least 80 percent of the head teachers did not invite the community in their schools during sports and pupils academic day clinic days which are some of the avenues through which the parents/guardians can have an interest in their children’s performance in school. More than 40 percent and 20 percent of pupils and teachers respectively indicated that there were no professionals in the community invited by the head teacher to come and talk about their careers as a way of motivating the pupils.

5.5 The Recommendations

(i) The County Education Office should involve head teachers in the recruitment and selection process of teachers before they are posted to their schools. This will provide the head teachers with an opportunity to choose the teachers of their choice depending on the subject/s demands in their schools.

(ii) Head teachers should be passionate in mobilizing finances for purchasing additional school instructional materials from the school well-wishers, donors, old boys/girls association, foundations, PTA members, school committee and the school instructional committee members whenever the need arises.

(iii) The education office should constantly sensitize all teachers on the importance of supervision of curriculum and instruction implementation by the head teachers in
schools since it is not a fault-finding practice, but is for enhancing the teaching/learning process. This will eradicate the conflicts that arise between the heads and teachers during this exercise leading to its appreciation by all.

(iv) The head teachers should strengthen the school-community relations by allowing pupils'/staff participation in community events, dispatching written and verbal communication about all things in the school and by providing opportunities to visit business premises and well known farmers in the community. In addition they should set aside one day per week for meeting community members in school and call for at least two parents meetings per term and invite motivational speakers. They should also have a community mail box, invite talented people like sportsmen and dancers to coach pupils and get expertise from the community for any school project among others.

5.6 Suggestions for Further Research

This research was conducted in Gatundu South District yet the strategies employed by the public primary schools headteachers to improve on the pupils’ performance are national wide. The localization of the study in Gatundu South District may not give a true picture of the strategies of headteachers across the country.

- The researcher therefore suggests that the study be conducted in a larger area, or in the whole of Kenya.
- There is need to research on influence of other strategies such as parents’ academic backgrounds and economic status, teachers’ personal attributes such as their level of education and the political influence on pupils’ academic performance.
REFERENCES


UNICEF (2008). *Education for All by 2015; will we make it?* UNICEF

APPENDICES

APPENDIX A: HEADTEACHERS’ QUESTIONNAIRE

This questionnaire is designed to gather data on the strategies employed by public primary school headteachers to improve on pupils’ academic performance in Gatundu South District.

Please answer all questions as honestly and accurately as possible. The information you give will be treated confidentially and will be used only for the purposes of this study.

N.B: DO NOT INDICATE YOUR NAME OR SCHOOL.

Section A

1. Your gender(tick (✓) where appropriate)
   
   Male [ ]  Female [ ]

2. Please indicate the mean Standard Score for the KCPE examination for your school since the year 2009.

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean Standard Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
</tr>
</tbody>
</table>

3. How would you rate this performance?

   (a) Above average [ ]  (b) Average [ ]  Below average [ ]
SECTION B
Management of School Personnel

1. Do you participate in the recruitment and selection process of the teachers in the DQASO office before they are posted to your school?

   Yes [ ]  NO [ ]

2. Do you facilitate educational seminars and workshops to your teachers for their professional developments?

   Yes [ ]  NO [ ]

   a) If you do, what facilities do you use? State three.

      (i) ..............................................................

      (ii) ..............................................................

      (iii) ..............................................................

   b) If you don’t briefly explain why.

      Indicate your view using the key provided.

      (A) - Strongly agree  (B) - Agree  (C) - Disagree  (D) - Strongly disagree

<table>
<thead>
<tr>
<th>Tick as appropriate</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>The head teacher encourages teachers’ innovations and creativity by giving them the administrative support as required.</td>
<td></td>
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<tr>
<td>The teacher/pupil relationship in my school is very pleasant and friendly</td>
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<tr>
<td>The head teacher knows more than half of all the pupils in the school by their names.</td>
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<tr>
<td>Teachers freely approach the head teacher in case of individual needs.</td>
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</tbody>
</table>
### School instructional materials

1. **Tick as appropriate**

<table>
<thead>
<tr>
<th>Item</th>
<th>Very adequate</th>
<th>adequate</th>
<th>Inadequate</th>
<th>Very inadequate</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text books</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ guides</td>
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<tr>
<td>Pupils’ supplementary</td>
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<tr>
<td>Pupils’ exercise books</td>
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</tr>
<tr>
<td>Biros, pencils</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Geometrical sets</td>
<td></td>
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<tr>
<td>Library books</td>
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<tr>
<td>Maps /Atlases</td>
<td></td>
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<tr>
<td>Revision materials (P.P)</td>
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<tr>
<td>Charts</td>
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<td>Cassette players</td>
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<tr>
<td>Radio</td>
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<tr>
<td>Magazines</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

2. **Where do you get funds for purchasing additional instructional materials for your school? Tick as appropriate**

(i) Mobilizing the PTA [  ]
(ii) Inviting the donors to come and assist. [  ]
(iii) Old boys/girls association provide for us [  ]
(iv) Others (specify) ...................................................................................................................
Supervision of Curriculum and Instruction

6. Do you provide your teachers with seminars on the current teaching strategies?
   Yes [ ] No [ ]

7. Are you able to supervise instruction in classes in your school?
   Yes [ ] No [ ]

8. If you do, how frequently?
   (a) Once a month [ ]
   (b) Once a term [ ]
   (c) Once a year [ ]
   (d) Others (specify) ..........................................................

9. Would you agree that most teachers in your school appreciate being supervised by you in their classes as they teach?
   Yes [ ] No [ ]

10. When do you check on classes’ coverage of syllabus?
    (a) End of every term [ ] (b) In July each Year [ ]
    (b) End of the year [ ]

School Community Relations

11. Do you invite ideas/suggestions from the community geared towards the improvement of the pupil’s academic performance?
    Yes [ ] No [ ]
3. Inadequate instructional materials have contributed negatively towards the academic performance of pupils in my school.

   True [ ]   False [ ]

4. Do you participate in the school instructional materials committee meetings?

   Yes [ ]  No [ ]

5. If you do, what input do you provide?

   (i) ..............................................................................................................................

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

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

   (ii) ..............................................................................................................................

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

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

   (iii) ..............................................................................................................................

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

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

   (iv) ..............................................................................................................................

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

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

   (v) ..............................................................................................................................

   ..............................................................................................................................
12. How frequently do parents visit the school to find out the academic progress of their children?

Sometimes [ ]  Rarely [ ]  Never at all [ ]

13. Are there professionals in the community that you sometimes invite to come and address the pupils' on the professional careers they possess as a way of motivation?

Yes [ ]  No [ ]

14. Tick the school events on which you invite the community members to come and celebrate with you

(i) Closing day [ ]
(ii) Sports day [ ]
(iii) Pupils academic clinic days [ ]
(iv) Music/Drama presentations [ ]
(v) Others (specify)...

15. The community enthusiastically assists the school in all possible ways to help improve pupils academic performance

True [ ]  False [ ]

16. Which among the following school resources do you allow the community to make use of? Tick as appropriate.

(i) The school hall [ ]
(ii) School playground [ ]
17. Name five resources in community that your school make use of during the teaching/learning process

(i) .................................................................................................................................
.................................................................................................................................
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(ii) .................................................................................................................................
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(iii) .................................................................................................................................
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(iv) .................................................................................................................................
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(v) .................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
18. Provide other three ways through which you enhance the school-community relations as a means of improving pupil's academic performance in your school?

(i) ........................................................................................................................................

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

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

(ii) ........................................................................................................................................

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

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

(iii) ........................................................................................................................................

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

THE END
APPENDIX B: TEACHERS’ QUESTIONNAIRE

This questionnaire is designed to collect data on the strategies employed by headteachers to improve on pupils’ academic performance in Gatundu South District. Please answer all questions as honestly and as accurately as possible. The information you give will be treated confidentially and will be used only for the purpose of this study.

N.B: DO NOT INDICATE YOUR NAME OR SCHOOL.

SECTION A

1. Tick against your gender

   Male [ ]
   Female [ ]

2. How would you rate the pupil’s academic performance in the subjects that you teach? Tick as appropriate.

   (a) Above average [ ]
   (b) Average [ ]
   (c) Below average [ ]
SECTION B

1. Does the head teacher encourage you to attend educational workshops, seminars, conferences or go for further studies for your professional development?

Yes [ ]
No [ ]

2. Indicate your view using the key provided.

(A)-Strongly agree (B) -Agree (C) -Disagree (D) -Strongly disagree

<table>
<thead>
<tr>
<th>Tick as appropriate</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our head teacher encourages teachers' innovations and creativity by giving us administrative support as required</td>
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<tr>
<td>The headteacher has created a friendly and pleasant teacher pupil/relationship in our school</td>
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<tr>
<td>All teachers freely approach the head teacher in case of individual needs</td>
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</tbody>
</table>

3. How would you rate your headteacher management of the school personnel?

(a) Very appropriate [ ]
(b) Appropriate [ ]
(c) Inappropriate [ ]
(d) Very inappropriate [ ]
4. Tick as appropriate

<table>
<thead>
<tr>
<th></th>
<th>Very adequate</th>
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<td>Magazines</td>
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</table>

5. (a) Does your headteacher make an effort to provide additional instructional materials on top of what the government provides for the school?

Yes [ ]

No [ ]
(e) If he/she does which methods does he/she use? Name three

(i) ........................................................................................................
........................................................................................................

(ii) ........................................................................................................
........................................................................................................

(iii) ........................................................................................................
........................................................................................................

(iv) ........................................................................................................
........................................................................................................

6. Would you agree that inadequate instructional materials have contributed negatively towards the academic performance of pupils' in your subjects?

Yes [ ] No [ ]

7. Does the headteacher attend and participate in the school instructional materials committee meetings?

Yes [ ] No [ ]

8. If he/she does, what input does he/she provide? Name three

(i) ........................................................................................................
........................................................................................................

(ii) ........................................................................................................
........................................................................................................

(iii) ........................................................................................................
........................................................................................................
Supervision of Curriculum and Instruction

9. Are you called for seminars by your headteacher where he/she provides you with the current teaching strategies?
   Yes [ ]  No [ ]

10. Does the headteacher supervise instruction in classes as you teach?
    Yes [ ]  No [ ]

11. If he does, how frequently?
    (a) Once a month [ ]
    (b) Once a term [ ]
    (c) Once a year [ ]
    (d) Others (specify) ..........................................................................................................................

12. Would you agree that most teachers appreciate being supervised by your headteacher as they teach?
    Yes [ ]  No [ ]

13. If no, why? Give three reasons
    (i) ..............................................................................................................................................
    ..............................................................................................................................................
    (ii) ..............................................................................................................................................
    ..............................................................................................................................................
    (iii) ..............................................................................................................................................
    ..............................................................................................................................................
14. In an endeavor to motivate pupils to work hard, does the headteacher require from you examination target scores that you discuss and agree upon with your pupils' in your subjects?
Yes [ ] No [ ]

School community relations

15. How frequently do parents visit the school to find out the academic progress of their children?
Sometimes [ ] Rarely [ ] Never at all [ ]

16. Are there professionals in the community whom the headteacher sometimes invite to come and address the pupils' on their professional careers as a way of motivation?
Yes [ ] No [ ]

17. Tick the school events on which the headteacher invites community members to come and celebrate with you?
Closing day [ ] Sports day [ ]
Pupils academic clinic days [ ] Music/drama presentations [ ]
Others (specify) ........................................................................................................

18. Would you agree that the community enthusiastically assists the school in all possible ways to help improve pupils' academic performance?
Yes [ ] No [ ]
19. Name three resources in the community that you make use of during the teaching/learning process in your subjects.

(i) ...........................................................................................................
...........................................................................................................

(ii) ...........................................................................................................
...........................................................................................................

(iii) ...........................................................................................................
...........................................................................................................

20. What does the headteacher do to improve on the school community relations?

Give three ways

(i) ...........................................................................................................
...........................................................................................................

(ii) ...........................................................................................................
...........................................................................................................

(iii) ...........................................................................................................
...........................................................................................................

THE END.
APPENDIX C: PUPILS' PERSONNEL QUESTIONNAIRE

Please answer all questions as honestly and as accurately as possible.

DO NOT WRITE YOUR NAME OR THE NAME OF THE SCHOOL.

SECTION A

1. Tick in the space provided (✓) against your gender.

   Male [ ]

   Female [ ]

2. Which class are you in?

   Seven [ ]

   Eight [ ]

SECTION B

Management of School Personnel

1. Tick on each row once as appropriate.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher pupil relationship in our school is very pleasant and friendly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The headteacher knows more than half of all pupils in the school by their names</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School Instructional Materials.

2. Tick on each row once as appropriate (✓).

<table>
<thead>
<tr>
<th></th>
<th>Very many</th>
<th>Many</th>
<th>Few</th>
<th>Very few</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biros, pencils,</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Geometrical Sets</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Library books</td>
<td></td>
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<tr>
<td>Maps /globe</td>
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<td>Atlases</td>
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<td>Past papers</td>
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<td>Charts</td>
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<td>Cassette players</td>
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<tr>
<td>Radio</td>
<td></td>
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<td></td>
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<tr>
<td>Magazines</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Supervision of curriculum and instruction

3. Are you given homework daily on subjects you have lessons on?
   Yes [ ] No [ ]

4. Does your head teacher sometimes come and observe as other teachers are teaching you?
   Yes [ ] No [ ]

5. The head teacher sometimes checks all your exercise books to see the homework and the assignments that the teachers give you
   Yes [ ] No [ ]
6. Do your teachers give you tests in their subjects as a way of revision before the end of the term examinations?

Yes [ ] No [ ]

School community relations

7. Does your parent/guardian come to discuss your academic performance with your subject teacher even without being invited by the teacher or headteacher?

Yes [ ] No [ ]

8. Your class visits the village while you are learning subjects such as science, social studies with the teacher concerned.

True [ ] False [ ]

9. Sometimes, people in your village such as farmers, nurses, engineers, drivers, doctors, business people and so on come and talk to you about their jobs when the headteacher invites them.

True [ ] False [ ]

10. Tick the events on which the members of the community are invited by the headteacher to come and celebrate with you.

Closing day [ ] Sports/games day [ ]

Music/Drama presentations day [ ]

Others (specify)..............................................................................................................

THE END
APPENDIX D: RESEARCH AUTHORIZATION

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT
COUNTY COMMISSIONER, KIAMBU

Telegraphic address: “Rais”
Telephone: +254-66-2022709
Fax: +254-66-2022644
E-mail: countycommkiambu@yahoo.com
When replying please quote

Ref. No. ED.12/1/Vol1/619/4

Rosemary Wangui Muiruri
Kenyatta University
P.o Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to National Commission for Science, Technology and Innovation

You have been authorized to conduct research on “Strategies employed by public primary
school head teachers to improve pupils in KCPE performance in Gatundu South District”
in Kiambu County up to the period ending 31st December, 2013.

You are requested to share your findings with the County Education office upon completion of
your research.

ESTHER MAINA
COUNTY COMMISSIONER
KIAMBU COUNTY

CC
County Education Officer
KIAMBU COUNTY

National Commission for Science, Technology and Innovation
P.O BOX 30623-00100
NAIROBI-KENYA

7th November, 2013... 20.......

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APPENDIX E: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. ROSEMARY WANGUI MUIRURI of KENYATTA UNIVERSITY, 0-346 01630, has been permitted to conduct research in KIAMBU COUNTY on the topic: STRATEGIES EMPLOYED BY PUBLIC PRIMARY SCHOOLS HEADTEACHERS TO IMPROVE PUPILS IN KCPE PERFORMANCE IN Gatundu South District, KIAMBU COUNTY.

for the period ending: 31st December, 2013

Applicant's Signature

Secretary

National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaires will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.

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

RESEARCH CLEARANCE PERMIT

National Commission for Science, Technology and Innovation

CONDITIONS: see back page

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