THE ROLE OF HEAD TEACHERS IN INSTRUCTIONAL LEADERSHIP AND IMPLICATIONS ON K.C.S.E PERFORMANCE: A CASE OF MUTHAMBI DIVISION, KENYA

BY

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The role of headteachers in instructional  

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DECLARATION

This research project is my original work and it has not been presented for examination in any other university.

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DEDICATION

I dedicate this project to Almighty God for giving me wisdom, knowledge, financial support and physical strength to undertake, accomplish and compile this proposal in the prescribed period of time. To my nuclei family (the Kathie’s) and my friends for their patience, prayers, encouragement and moral support during this study.
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# ABBREVIATIONS AND ACRONYMS

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<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>B.O.G</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>D.E.O</td>
<td>District Educational Officer</td>
</tr>
<tr>
<td>H.O.D</td>
<td>Heads of Departments in schools</td>
</tr>
<tr>
<td>K.C.S.E</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>K.E.S.I</td>
<td>Kenya Education Staff Institute</td>
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<tr>
<td>M.E.O</td>
<td>Ministry of Education</td>
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<td>MOES&amp;T</td>
<td>Ministry of Education, Science and Technology</td>
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ABSTRACT

If schools are to progress academically, the principal cannot allow daily duties to interfere with the leadership role in curriculum (Berlin, 1988). The purpose of this study was to investigate the role of head teachers in instructional leadership and the implication to students' performance. The main objective was to find out how instructional leadership in schools influences students' performance. The study was conducted using a sample of eight headteachers, eight deputies and sixteen teachers from all the public secondary school in Muthambi Division, Maara district. A stratified sampling technique was used to ensure equal representation of each of the two zones in Muthambi Division. The school clusters were stratified into day mixed secondary, girls boarding secondary schools, boys boarding secondary schools and mixed boarding secondary schools. The schools were then sampled again to ensure each stratum was represented. Simple random sampling method was used where more than one school met the selection criteria. A descriptive survey design was employed and data was collected using questionnaires and interview schedule. The questionnaire was administered to all deputy heads and teachers in the sampled schools. Interview guide was administered to the heads teachers of the sampled schools. Then data was analyzed using descriptive statistics namely mean, mode, median standard deviation and percentages. The study established that most deputies and teachers were not satisfied with instructional leadership provided by their principal so expressed negative views on their school leadership. On the other hand, the study concluded that head teachers' involvement in academic activities such as internal classroom supervision and checking teachers'/students' work leads to high academic performance. The study recommended that head teachers should actively be involved in academic activities so as to influence the school academic performance. The study also recommended that the ministry of Education should plan leadership training programmes for serving principals in order to empower them to become effective instructional leaders in their schools for better academic performance.
CHAPTER ONE

INTRODUCTION

1.1 Background of the study

There has been much discussion regarding the relative effectiveness of different leadership styles in bringing about improved student performance. Instructional leadership is one of the most useful tools in creating a forward-looking student-centered school environment.

Instructional leadership can be defined as "those actions that the principal takes or delegates to others to promote growth in student learning" (Weindling, 1990, pp. 14). In practice, this means that the principal encourages educational achievement by making instructional quality the top priority of the school and brings that vision to realization (www.elead.org/resources/asp). Instructional leadership role differs from that of a school administrator or manager in a number of ways; hence principals who pride themselves as administrator or managers are too pre-occupied in dealing with strictly administrative duties compared to principals who are instructional leaders. The latter role involves setting clear goals, allocating resources to instruction, managing the curriculum, maintaining lesson plans and evaluating teachers (Faith, 1989).

According to Weindling, (1990), "the concept of an instructional leader is the notion that learning should be given top priority while everything else revolves around the enhancement of learning which undeniably is characteristic of any educational endeavor" (p. 30). Hence to have credibility as an instructional leader, the principal should also be a practicing teacher. For example, in the United Kingdom, most principal spend an average of 20 percent of their time in a week on teaching. Weindling, (1990).
Instructional leaders need to know what is going on in the classroom; “an opportunity to walk the factory floor”. Many a time, principals are not in touch with what is going on at the classroom level and are unable to appreciate some of the problems teachers and students encounter. The tendency is to address instructional issues from the perspective when they were teachers. Principals need to work closely with students, developing teaching techniques and methods as a means for understanding teacher perspective and for establishing a base on which to make curricular decisions. This is not always the case in most schools. A teaching principal strengthens the belief that “the sole purpose of the school is to serve the educational needs of students”. (Harden, 1988, Pg 88).

While it is generally held that the principal is both a manager, administrator and instructional leader in many countries such as Malaysia, principals tend to be more manager, administrators oriented while the role of instructional leader is most often delegated to the assistant principal. (Mendez-Morse, 1991).

Many researchers [Brookover & Lezotte, 1982, Duke, 1983, (cited in Flath, 1989)] stress the importance of the instructional leadership as responsibilities of the principal; However, the consensus in the literature regarding this issue is that it is seldom practiced (Flath 1989). Stronge (1988) points out that 62.2% of the principal’s time is focused on school management issues, whereas only 6.2% of their time is focused on program issues. He adds, “A typical principal performs an enormous number of tasks each day but only 18% relate to instructional leadership” (p.32). Hanny (1987 p.61) perceives that “effective principals are expected to be effective instructional leaders .... Therefore, the principal must be knowledgeable about curriculum development, teacher and instructional effectiveness, clinical supervision, staff development and teacher evaluation”
Mendez-Morse, (1991) pointed out that, “besides having knowledge in the core areas of education the principal must possess certain skills to carry out the tasks of an instructional leader. These skills are; interpersonal skills, planning skills, instructional skills, observation skills, skills in research and evaluation” (p. 88). According to Phillip; the task of being an instructional leader is both complex and multidimensional. If principals believe that growth in student learning is the primary goal of schooling, then it is a task worth learning. If a principal possesses these knowledge and skills he or she is likely to become an effective leader – sharing facilities and guiding decisions about instruction improvement for the betterment of student education.

Brewer (2001), outlines the “dramatically different role” of the principal as an instructional leader as “one that requires focusing an instruction, building a community of learners, sharing decision making, sustaining the basics, leveraging time, supporting ongoing professional development for all staff members, redirecting resources to support a multifaceted school plan and creating a climate of integrity, inquiry and continuous improvement” (p. 30)

The education system in Kenya is largely examination oriented. The quality of education tends to be evaluated in terms of the number of students passing national examinations (Eshiwani, 1993). Educators and the general public have time and again expressed concern over factors that influence student performance in examinations. The most outstanding factor has to do with the organizational management of schools. For instance, Rutter et al. (1989) and Wekesa (1993) note that to improve students’ performance head teachers are required first to improve the management of the schools. This can be done by setting a clear vision for the schools and communicate this vision to students, support its
achievement by giving instructional leadership, provision of resources and being visible in every part of the institution.

Lack of vision in the management of schools often leads to imbalance in the allocation and use of resources. This is why Ayot and Briggs (1992) point out that, poor results in education are related to the resources allocated to it. If this parameter is not recognized, it becomes very difficult to understand why a school continues to perform poorly in national examinations. For example in schools where parents are doing their best in providing school facilities, such as science equipment, textbooks and physical structures, the blame for poor performance is shifted to teachers.

Both the government and parents expect teachers to perform better at their present levels of training. The whole issue of students’ performance should be considered from the broad framework of input and output. One of the core functions of schools is to take human raw material (students) and convert them into something more valuable, as in employable adults. Of paramount importance, therefore, is the proper management of Teachers for its absence will invariably lead to low productivity on the part of the teachers (Republic of Kenya, 1988). Head teachers as schools’ chief executives, are charged with this daunting task of managing teachers among other school resources. Toward this end, Ayot and Briggs (1992) are of the view that input-output studies should be done using learning achieved as seen from student examination performance. The impact of school management is an essential element in such studies. It can be argued that the success of what is done in the school is attributed to the head teacher. The head teacher’s role is to promote academic performance. He or she is the pivot around which many aspects of the
school revolve; being the person in charge of every detail of running the school, be it academic or administrative.

For education in school to be effective the principal should be able to discharge his/her duties as an instructional leader by providing the leadership skills required in curriculum and instruction and also creating a positive climate for learning. This applies in all schools in many countries such as America; Malaysia as well as in Kenya and Muthambi division is not an exception. Hence, the present study will investigate the role of the head teachers in instructional leadership and implications to student performance; with reference to public secondary schools in Muthambi Division of Maara District.

1.2 Statement of the Problem

Despite the fact that instructional leadership is a critical issue in the realization of effective schools, it is seldom practiced. Stronge (1988), found that among the many tasks performed by principals, only one-tenth of time is devoted towards providing instructional leadership. Even today, school leaders continue to seek a balance in their role as managers, administrators and instructional leaders. Therefore, the school can make a difference to students’ achievement and the head teacher’s leadership is one factor determining that success. It is hence, important that the performance of a school is appraised against the performance of the person who leads it. So far, it can be seen clearly that the role of ‘instructional’ leader by school leaders calls for a shift of emphasis from principals being managers or administrators to instructional or academic leaders. Instructional leadership places more importance on academic standards and the need for schools to be accountable.
In the last five years only three schools managed to have their top students to score above B+ in the National examinations. Also majority of the students in secondary school of Muthambi divisional scored below C-, which is termed as low grades.

To this end; the overall problem is that instructional leadership is rarely practiced by many heads despite the rationale of emphasizing instructional leadership in schools. This study was occasioned by the continued poor performance in KCSE in secondary schools in Kenya and Muthambi Division is not an exception. It is against this background that a research need arose to determine the effect of instructional leadership on academic achievement for the students.

1.3. The purpose of the study

The purpose of this study was to investigate the head teachers’ contribution to school effectiveness and academic achievement in Kenya Certificate of Secondary Education Examination (K.C.S.E) in Muthambi division.

1.4. Objectives of the study

The study focused on the following objectives and from which research questions were drawn;

i) To find out the perception of teachers on roles played by school heads as instructional leader.

ii) To find out the challenges faced by school heads when carrying out their role as instructional leaders.

iii) To identify the strategies that can be employed to improve instructional leadership in schools.
iv) Investigate the influence of school heads instructional leadership role on K.C.S.E performance.

1.5. Research Questions

The study was guided by the following questions;

i) What is the view of the teachers about the school heads in relation to instructional leadership role played by them?

ii) What challenges are faced by school heads when playing their instructional leadership roles?

iii) What strategies are employed by school heads to improve instructional leadership in schools?

iv) How useful is instructional leadership role of the school heads on K.C.S.E performance?

1.6 Significance of the study

The findings of the proposed study will theoretically benefit the school management, both at school level and in other educational offices. Since the findings are expected to provide insight to the administrators and managers on the importance role of instructional leadership and its influence on academic achievements in Muthambi Division. Practically the findings are expected to serve as reference point for head teachers of schools in Muthambi division on leadership skills that would lead to improvement of students' performance in national examinations. Besides, the findings would also enlighten school head teachers in order to address the problem of how to improve students' achievement in
National examinations. They are also expected to change the teachers' perception on the instructional leadership role of the head teacher for better results academically. The findings of the study will also benefit KESI (Kenya Education Staff Institute) with regard to salient training needs to be addressed when training secondary school leaders and the training needs for head teachers that need to be addressed in Muthambi Division. The findings are also expected to contribute to the development of appropriate strategies or policies to govern school management and leadership for quality education. Lastly the study will finally form a base on which other researchers can develop their studies.

1.7 Assumptions of the study

The study operated on a number of assumptions which include;

i) All respondents would be co-operative and provide reliable responses.

ii) The Kenya Certificate of Secondary Education examination is a reliable and accurate instrument for measuring students' achievement at the secondary school level.

iii) It is assumed that head teachers ensure that human and material resources are provided for and effectively used for teaching.

1.8 Scope of the study.

The main focus of the study was all public secondary schools in Muthambi division of Tharaka Nithi County. The study focused on the role played by the head teachers in instructional leadership and their influence on academic achievement in Muthambi division. The head teachers, deputy heads and H.O.Ds of the sampled schools were the respondents of the study.
1.9 Limitations of the Study

i) The study covered only one division in Kenya due to logistical and financial constraints. (Inadequate funds and resources to do extensive research). thus, the findings cannot be generalized for the who country.

ii) Academic achievement was only limited to KCSE results and other examinations or tests were not be considered.

iii) The sample size taken was very small. Muthambi division is one of the many divisions in the country. Therefore, the findings of this study should be generalized with caution, since the sample used was small.

1.10 De-limitations of the Study

i) The study was carried out in selected public secondary schools in the division. That is, it did not cover all public secondary school and also excluded private schools.

ii) There are many other factors which influence student performance but the study was only based on instructional leadership.

1.11 Theoretical Framework

This study was guided by role theory, which is a perspective in sociology and in social psychology that considers most of everyday activity to be the acting out of socially defined categories, (for example manager and teachers). Each social role is a set of rights, duties, expectations, norms and behaviour a person has to face and to fulfill. The model is based on the observation that people behave in a predictable way and that an individual’s behaviours is context specific, based on social position and other factors. Although the
word role (or roll) has existed in European languages for centuries, as a sociological concept the term has only been around since the 1920’s and 1930’s. It became more prominent in sociological discourse through the theoretical works of Mead, Moreno and Linton among other sociologists; but it was mostly influenced by Dr. Jacob Moreno.

Role theory attempts to explain the interactions between individuals in an organization by focusing on the role they play. Role behaviour is influenced by role expectations for appropriate behaviour in that position and changes in role behaviour occurs through an interactive process of role sending and role receiving. Roles are learned, culturally conditioned, developed, amplified or released. Many roles involve number of component roles, and these in turn involve further sub-components. It is important to analyze these roles. At times People get into trouble from not doing so, by assuming that people are competent or (Incompetent) regarding a certain role, while in fact they may be very competent at some role, competent at some, fair at others and incompetent in a few. Of course, it’s not just a matter of competence people’s problems might involve an imbalance of roles over-involvement in some, neglect of others, and at times people don’t even know certain roles exist.

Role theory refers to the explanation of what happens when people are acting out social process and the consequences of their doing so. Each person is an actor representing a typical individual in a real life scenario. Performing within a specific context and a set of functions with which are associated norms, expectations, responsibilities, rights and psychological states. A leader who uses role-playing is acting out in a way that is presumably representative of any person, in a specific social position. A primary motivation for using role theory may be conscious or sub-conscious. Teachers, union
negotiations and company managers are among the many classes of individuals that will engage in training sessions using role playing to encourage desirable behaviour. Hence a leader (Principal) using role playing to illustrate desirable behaviour may exhibit the obvious intent to have group participants realistically replicate the actions they are playing out.

One central problem with role playing that is true of all modeling, is that the model is only a snapshot of activity performed by an individual and may not be representative of everyone and for all time. For example having a person teach a mock class in biology will offer the observer many aspects that a mere job description will not. A key insight of this theory is that role conflict occurs when a person is expected to simultaneously act out multiple role that carry contradictory expectations. In their life, people have to face different social roles, sometimes they have to face different roles at the same time in different social situations. There is also an evolution of social roles, some disappears and some new roles develop. Role behaviour is influenced by three aspects which are used to equate the own behaviour and the behaviour of other people. These are;

i) The norms determining a social situation.

ii) Internal and external expectations connected to a social role.

iii) Social sanctions and rewards used to influence role behaviour.

An advantage of role theory is that it applies to the different levels of social organization and to the interaction between and among those levels. The strength is applying it in specific situations in order to clarify what’s going on. Therefore can be used to work out conflicts in your own life, to help others discover what the real issues are in their lives, and to clarify confusing situations in committees or systems. Lastly, the essence of role theory
is to provide a model of behaviour in a specific situation. Each individual plays many roles internally in different relationships and these are in turn embedded in circles of networks of affiliations at the family level, organizations and culture.

Hence this theory was found relevant for this proposed study because it emphasizes on how school heads can facilitate task performance by performing their role as expected. How a school performs academically is greatly influenced by his management and the role they play.
1.12. Conceptual Framework

Role of Head teacher in instructional leadership

- Monitoring teaching and learning process
- Provision of learning resources
- Monitoring student discipline
- Implementing of curriculum and instruction goals

Implication on KCSE performance
- High grades
- High mean score for school

Intervening variables
- Government policies
- Immediate school community
- Parents supports
- Political

Independent variables

Dependent variables

Figure 2.1 A model illustrating instructional leadership and its influence on academic performance.
Source: Author, 2013
The study was conceptualized basing on the variables that were used in the study. It was conceptualized that high academic achievement was influenced by a combination of two variables, namely instructional leadership and high academic performance. The focus was on the head teacher who was the central independent variable. From the diagram, academic achievement depended on the head teacher who eventually determined the kind of results obtained. An effective head ensures that he plays his/her roles well which lead to effective teaching resulting into high academic achievement. Head teacher roles that influence academic achievement include; checking teachers’ and students’ work, organizing for internal classroom supervision, monitoring students’ discipline, ensuring that all departments have enough teachers and adequate resources.

From the above framework it is also conceptualized that high academic achievement is influenced by effective instructional leaders and other intervening variable such as government policies. Effective instructional leadership and or supervision depend on the head teacher, which eventually determines the kind of academic result to be achieved. The model is diagrammatically demonstrated in Fig. 1.0. From the diagram it can be seen that teachers count on their principals as the resource of information on current trends and effective instructional practices. Instructional leaders are tuned in to issues relating to curriculum and effective pedagogical strategies. The instructional leaders also need to be good communicators to communicate essential beliefs regarding learning. They need also to be able to create visible presence by being committed to living and breathing a vision of success in teaching and learning through focusing on learning objectives, modeling behaviour of learning, designing programmes and activities on instruction. Hence the head teacher’s instructional leadership leads to effective teaching resulting into high academic
achievement in terms of high grades and high mean scores. The framework is of significant in this study because it outlines head teacher encompassing a variety of tasks and roles whose effective operation positively affects academic achievements.

1.13 Operational Definition of Significant Terms

Through this study the following terms / words will be used or taken as defined;

Academic achievement – Successful learning in school after hard work or effort which leads to improvement in K.C.S.E examinations resulting to well nurtured graduate.

Academic performance – achieving high grades or good results in national examinations.

Head of Department- the teacher in charge of a department or a senior teacher in a school where there are no departments, especially in the upcoming day schools.

Head teachers – A female or male teacher in charge of secondary school leadership.

Instructional leadership – the primary role of the school head teacher/ principal in the quest for excellence in academic achievement.

Perceptions-the act of identifying and interpreting information in order to represent and understand the issues affecting performance in a school.

School improvement –It’s a state or process of making academic results better than they were before or in the previous years in terms of grades.
CHAPTER TWO
REVIEW OF LITERATURE

2.1 Introduction

This chapter will deal with related literature on the area of the study. It focuses several areas such as; instructional leadership, the role of secondary school heads as instructional leaders, leadership in Educational Organization.

2.2 The educational organization and its Effectiveness

Okumbe, (1999) defines educational organization as a group of individuals in a given place whose efforts are deliberately co-coordinated for the purpose of imparting knowledge skills and attitudes to students or pupils in order to achieve pre-determined educational objectives or goals. The goals of an educational organization give its direction. The goals are derived from the overall aims of education. Therefore the organizational goals are the building blocks of the educational aims. The schools have two types of goals, the performance goals and the organizational maintenance goals. Educating students is a performance goal.

Okumbe (1999) observed that, “when schools strive to appear among the top performers in national examinations they are actually aiming at achieving their performance goal”. The assumption here is that passing an examination is a surrogate measure of “being educated”. The organizational maintenance goals refer to those activities which are necessary to sustain it and ensure its survival. In a school setting, such goals include maintenance of high academic and disciplinary standards, good performance in co-curricular activities and ensuring the maintenance of an endearing public image.
Educational organizations are established to help society achieve a number of goals, which enhance acquisition of knowledge, attitudes and skills. Educational organizations may not have all the required materials and human resources necessary for achievement of their goals. However, what makes an educational organization effective is its ability to utilize its resources, even if scanty, in the most efficient manner for maximum productivity. An effective educational organization thus provides quality education which is determined by the quality of both its input and output in the complex educational production function. Effectiveness in an educational organization is judged by the extent to which the organization achieves its goals, acquires the necessary materials and human resources, provides a congenial climate and meets the expectations of the society within which it is established.

2.3 Role of Secondary School Heads in Educational Institutions.

In order for a school to perform its roles effectively and efficiently a school and by implication the education system must have a foresighted “educational leadership” which is based on sound management principles and techniques. Hence a school should have someone in charge of its operations. The school principal is the highest ranked administrator in a secondary school and the person responsible of what takes place in the school. Principals typically report directly to the education offices in the districts and they work together with school board which is responsible for school management. Schools have not always had principals; around the beginning of the 20th century, as schools grew from one room school/house into schools with multiple grades and classrooms, the need arose for someone to manage these more complex organizations. This need was filled initially by a teacher who continued to teach while dealing with the schools management
needs. These teachers were called principal teachers. As schools continued to grow, principal teachers became full time administrators in most schools. Then, most principals stopped teaching because of the many demands their management responsibilities placed on their time. (http://education.stateuniversity.com/pages/2333/principal.school.htm). It can therefore, be argued that instructional leadership was neglected by school heads in order for them to perform their management role. This may have led to poor academic performance since the heads did not experience the reality of what happens in the process of teaching and learning.

Thomas (2001) argues that, principals as managers are responsible for financial operations, building maintenance, students scheduling, personnel, public relations, school policy regarding discipline, co-ordination of the instructional program and other overall matters. He further noted that the management role included some curriculum and instructional supervision but, overall school management was the primary role of the principals till the early 1980’s. Since then, the role of the principals has changed from school manager to school instructional leader and then to the school reform leader. Due to this shift of roles, principals have retained their management roles and currently they play multiple roles. (www.decs.sa.gov.au/:/link-104163.ppt).

Okumbe (1998) found that, the function of the management personnel in school is to provide an enabling environment to other personnel (staff and students) for an efficient and effective achievement of the organizational goals. An educational organization exists within an environment: it does not exist in a vacuum. The environment is divided into internal and external environments. The internal environment includes the structures, technology and people found within the organization. The external environment is those
organizations forces which are found outside the educational organization but which have an impact on its survival and effectiveness. Due to the complexity and instability of the external environment, the survival and effectiveness of an educational organization will depend on how well it scans and adapts to its external environmental. The heads have several functions to perform which include; assurance that sound policies, goals and objectives are formulated in a given school and that methods are determined for the achievement of these objectives, procuring the resources necessary for the achievement of the objectives, organizing and co-coordinating the activities of the school in order to achieve the objectives of the school with maximum efficiency and effectiveness. They should also influence and stimulate the human resource for better performance.

Olembo (1992) argues that "the head teacher should demonstrate superior intellectual, moral and mature characteristics in his role as head of an institution and an educator. He adds that he/she is a model for his staff and pupils to emulate. The head is also regarded as a public relations officer. He or She is also charged with the responsibility of recruitment, placement, orientation, promotion and transfers of staff and students. He further added that, the head is the overall in charge of all matters pertaining to budgeting and accounting of school funds, records keeping and maintenance of facilities/supplies, in the school. He/she is also responsible for maintenance of educational standards and discipline in the school. Indeed, the role of the principal has been in a state of transition, progressing from the principal as a manager to the principal as an instructional leader and, most recently to the role of transformational leader."
2.4 The Role of a Principal in Instructional Leadership

Much has been written in the literature (Berlin, 1988; Flath, 1989; Fullan, 1991) concerning the importance of the instructional leadership and the responsibilities of the principal.

The role of instructional leadership differs from that of traditional school administrator in a number of ways. Whereas a conventional principal spends the majority of his/her time dealing with strictly administrative duties, a principal who is an instructional leader is engaged in with redefining his/her role to become the primary learner in a community thriving for excellence in education. As such, it becomes the principal’s responsibility to work with teachers to define educational objectives and set school-wide or district-wide goals, provide the necessary resources for learning and create new learning opportunities for students and staff. [www.leadered.com/pdf/instruction]

More, recently, the definition of instructional leadership has been expanded towards deeper involvement in the core business of schooling which is teaching and learning. Attention has shifted from teaching to learning and some have proposed the term “Learning leader” over “instructional leader” (Richard and Dufour, 2002). Blasé and Blasé, 2000) expressed, instructional leadership in specific behaviors such as making suggestions, giving feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities and giving praise for effective teaching. Brookover and Lezotte, (1982), observed that school principal wears many hats, being manager, administrator, instructional leader and curriculum leader at different points in a day. Thus, the decision a principal makes concerning the issues of instructional leadership and the extent to which the principal develops the skills needed to exercise appropriate instructional leadership will influence what does or does not happen in classrooms
throughout the country. On the other hand, the importance of the instructional leadership responsibilities of the principal cannot be ignored. Principals require information and skills in order to support practices of instructional leadership in their schools. They need to know what effective instructional leadership is and how to become an effective instructional leader.

According to (Flath, 1989) the instructional leader plays roles such as: setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers. Hence, “the instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization”. So, if principals are to take the role of instructional leader seriously, they will have to free themselves from bureaucratic tasks and focus their efforts towards improving teaching and learning. Instructional leadership is an important goal, a goal worth seeking and a goal when implemented, allows both students and teachers to control their own destiny in making a more meaningful learning environment.

Inherent in the concept that learning should be given top priority and everything else should revolve around the enhancement of learning. Hence to have the credibility as an instructional leader, the principal should also be a practicing teacher. For example, According to (Weindling 1990), In the United Kingdom, most principals spend an average of 20 percent of their time in a week on teaching. However, the principal must recognize that the role of instructional leadership is inherent to school success. Then, Olembo (1992) argues that, the head teacher as an instructional leader he/she is expected to possess a superior knowledge about curriculum and instruction and to provide expert leadership in all
areas of the school programme. He should also be assigned some reasonable teaching load to keep him/her abreast of classroom teaching.

Whitaker (1977) found that the head as an instructional leader should have the following leadership skills.

i) They need to be a resource provider. Head teachers needs to provide materials and other necessities for instructional purposes.

ii) They need to be an instructional resource. Teachers count on their principals as resources of information on current trends and effective instructional practices.

iii) They need to be good communicators. Effective instructional leaders need to communicate essential beliefs regarding learning.

iv) They need to create a visible presence. Leading the instructional programme of a School means a commitment to living and breathing a vision of success in teaching and learning. That is focusing on learning objectives and designing programs and activities or instructions. Likewise, Wildy and Dimmock, (1993). Argued that, instructional leadership comprises the following tasks; defining the purpose of schooling, setting school wide goals, providing the resources needed for learning to occur, supervising and evaluating teachers, co-coordinating staff development programs and creating colloquial relationships with and among teachers. As an instructional leader, the principal is the pivotal point within the school who affects the quality of individual teacher instruction, the height of student achievement, and the degree of efficiency in school functioning.

Moorthy (1992) argues that, managers focus on “running a smooth ship”, while instructional leaders focus on learning and instruction. Therefore, it should be noted that
although the role of the principal as instructional leader is pivotal in developing an effective school, principals cannot be effective instructional leaders if they are not good managers. Smylie and Conyers (1991). Found that, teaching has become a "complex, dynamic, interactive, intellectual activity... (not a practice that can be) Prescribed or standardized", in order to meet the rapidly changing needs of our students; teachers must be given the authority to make appropriate instructional decisions. They are the instructional experts. Hence, the basis for school leadership must include teachers, parents, as well as the principal in the role of problem finding and problem identification, what is termed as "transformational leadership", principals then, become the leaders of leaders; those who encourage and develop instructional leadership in teachers. And According to Cooper (1989), this "mode of instructional leadership provides for learning and working with other teachers, students and parents – to improve instructional quality.

### 2.5 Instructional leadership and School Improvement

Much has been written in the literature concerning the importance of the instructional leadership responsibilities of the principal. However, throughout the literature there is recurring theme on relative effectiveness of different leadership styles in bringing about improved student performance. “Instructional leadership” is one of the most useful tools in creating a forward-looking student-centered school environment (Flath 1989). Fullan (1991) argues that, the role of the principal has become dramatically more complex, overloaded and unclear over the past decade. Indeed, the role of the principal has been in a state of transition, progressing from the principal as an instructional leader or master teacher, to the principal as a transactional leader and most recently to transformational leader.
Although MC. Nally (1992) points out that, practitioners and researchers agree that certain principals are effective, Fullan (1991) adds that “effective instructional leaders are distinctly in the minority. Stronge (1988) also argues that, “if principals are to heed the call from educational reformer’s to become instructional leaders it is obvious that they must take on a dramatically different role. As instructional leader, the principal is the pivotal part within the school who affects the quality of individual teacher instruction, the height of student achievement and the degree of efficiency in school functioning. Findley and Findley (1992) state that if a school is to be effective one, it will because of the instructional leadership of the principal. Flath (1989) concurs; Research on effective schools indicates that the principal is pivotal in bringing about the condition that characterizes effective schools. Findley and Findley also claimed that “although the principal must address certain managerial tasks to ensure an efficient school, the task of the principal must be to keep focused on activities which pave way for high student achievement”. If our goal is to have effective schools then we must look at ways to emphasize instructional leadership.

According to Anderson and Pigford (1987), the general leadership qualities of effective leaders are;

- Having a vision, working toward a shared understanding of the goals, progress toward their achievement and co-ordinate curriculum instructional and assessment.
- Translating the vision into action, work as a team; emphasize school wide goals and expectations.
• Creating a supporting environment, promote an academically oriented, orderly and purposeful school climate.

• Know what is going on in the school, find out what teachers and students are doing and how well.

• Act on acknowledge, intervene as necessary accommodating different teachers personalities styles and teaching strategies.

In addition to these leadership qualities fore mentioned, Fullan (1991) found in his research that “schools operated by principals who were perceived by their exhibited significantly greater gain scores in achievement in reading and mathematics than did schools operated by average and weak instructional leaders. Thus, perception could be included as a strong determinant of effectiveness. It can also be emphasized that, instructional supervision is a fundamental component of instructional leadership, viewing this role as imperative to improved instruction and student achievement.

Morris, Crowson, Parter-Gebru and Heurwitz (1984), states that, the principal’s, influence, though, may be more indirect, creating a favorable climate for learning: the most effective role may be supportive rather than supervisory or evaluative. (p. 106). An additional criterion for instructional leaders, often mentioned in research, is that the principal should also be a practicing teacher, Weindling (1990) states that, head teachers in the united Kingdom indicated that “the most important thing contributing to instructional leadership was the fact that all continued to teach for an average of about 20 percentage of the week”. Harden’s (1988), argues that, the sole purpose of the school head is to serve the educational needs of students, so he/she need to work closely with students by teaching them.
Hanny (1987) perceives that, effective principals are expected to be effective instructional leaders...the principal must be knowledgeable about curriculum development, teachers and instructional effectiveness, clinical supervision, staff development and teacher evaluation. Bryce (1983) and Fullan (1991) agree with this holistic view of the principal’s role. However Fullan expands this holistic definition of leadership and management to be; an active, collaborative form of leadership where the principal works “with teachers to shape the school as a work place in relation to shared goals, teachers collaboration, teacher learning opportunities, teachers certainty, teacher commitment and student learning. Hence, increased leader involvement in school decisions are effective tools for focusing the staff on student outcomes.

Fullan (1991) perceives the role of the principal, in models of the future will be to encourage collaborative grouping of teachers to play a more central role in the instructional leadership of the school. This however, will require active participation of the principal to facilitate change by motivating the staff and students by reacting out to the community and by continually improving the school. The assumption inherent here, is that effective leaders manage and lead. Actually, Society is beginning to recognize that the role of the principal has undergone change, evidence of this will be found within the expectations of the local school divisions and the school boards and these expectations will settle into the schools themselves. A recent example of this occurred in Alberta. (Jesse 1989) defines Change as a slow process that it takes times for society to change its views concerning a principal’s functions, but more importantly, change needs to occur within the thinking and beliefs of principals. As Fullan (1991) expresses this, “The starting point for improvement is not change in others around us, but change in ourselves”, Anderson and Pig Ford (1987) speak
of this need for change within the individual principal. On the other hand, the problem will be solved when principals change—when they heavily endorse their role as instructional leader and develop a set of skills that permit them to function effectively in that role (Anderson and Pig Ford 1987). Educational research has much to say about the importance of reflection and of journal keeping, for it is through reflecting and writing about our instructional methods that change will occur. Thus, it is critical that principals become reflective practitioners. For example, they need to reflect on their conception of their role as principal, actively questioning its limitations, expectations, functions and so forth. It will be through reflection that they will clarify their role and determine what really needs attention. Hallinger, Greenblatt, and Edwards (1990) state that, principals need the opportunity to explore and update skills in leadership, curriculum, supervision, instruction and management. Since Professional development for principals is a continuous process of learning and of becoming an effective leader. Also, Carter and Klotz (1990) view universities as institutions that could be of great service to the learning needs of principals by offering “degrees in educational administration that combine academic study and clinical work and revamp curricula to include a common core of knowledge and skills that all educational administrators must have including a sound understanding of teaching and learning theory”. The decision a principal makes concerning the issue of instructional leadership and the extent to which that principal develops the skills needed to exercise appropriate instructional leadership will influence what does or does not happen in classrooms throughout the country. Although we recognize the importance of the instructional leadership responsibilities of the principals, in reality, good instructional leadership skills are seldom practiced. There is a need for information about the skills and
tasks required to support practices of instructional leadership in schools so that we can provide the best possible instruction to the children in our care. Evidently, there is an apparent gap between what is and what needs to be. This study will try to outline, why the dilemma? By filling the gap on what need to be done.

2.6 Effects of Instructional Role and Academic Performance

Although the ability level of a school’s form one intake coupled with availability of learning resources are significant factors in performance, some bright students have performed poorly in the absence of good management and organization skills in various schools (Griffins, 1994). According to Chitiavi (2002), there is no doubt that every Head teacher’s dream is to get his school ranked among the best in national examinations results. When results are eventually released, schools with good investments reap good results over which they celebrate jubilantly. Statistics reveal that some schools perform exceptionally well while others perform poorly. A closer investigation reveals that good performance does not just happen. It is a result of good teaching and overall effective headship.

The quality of leadership makes the difference between the success and failure of a school (Millette, 1988). Explains that, research and inspection clarify the extent to which the quality of leadership is crucial to improvement. In highly effective schools, as well as schools which have reversed a trend of poor performance and declining achievement it is the head teacher who sets the pace, leading and motivating pupils and staff to perform to their highest potential. Schools can make a difference to students’ achievement and head teachers’ leadership is one of the factors which contribute to success or failure. Other school factors that the head teacher ought to address due to their influence on students’
behaviour and scholastic achievement include: Amount of teaching and degree of academic emphasis; the extent and nature of ability groupings; teacher expectation; styles of teaching and classroom management; size of the school; patterns of discipline and characteristics of school climate (Rutter et al., 1989). Head teachers in effective schools therefore involve themselves in improving instruction and training and are responsible for day-to-day assignment of duties and supervision of the teachers (Republic of Kenya, 1988). Teachers are nominally required to follow the directions given by the head teachers of which they are liable for disciplinary action.

According to Sushila (2004), the head teacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative. The head teacher should be involved in making most of the decisions of the school. It is therefore important that the head teacher is a leader, a thinker and a decision maker. A discreet head teacher will employ teamwork as a working strategy. He will set up committees and smaller groups of members of staff to investigate ideas or strategies. It therefore behoves the head teacher to be a good team player. It is important that the performance of a school is appraised against the performance of the person who leads it.
Table 1: Contributions made by various inputs for academic achievement

<table>
<thead>
<tr>
<th>Inputs</th>
<th>% contribution to good results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective teaching</td>
<td>75</td>
</tr>
<tr>
<td>Adequate text books / tuition and equipments</td>
<td>15</td>
</tr>
<tr>
<td>Good physical facilities effectively used.</td>
<td>9</td>
</tr>
<tr>
<td>Others e.g supervision</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Chitavi (2002)

Research findings reveal that school improvement and effectiveness can be realized through contributions made by various inputs. According to Mingat (cited in Chitiavi, 2002), the inputs displayed in Table 1 are crucial in the academic performance of a school. The inputs in Table 1 that contribute to good results are appropriately applied when the head teacher is keen on academic achievement and is prepared to provide effective leadership. It is therefore evident that a head teacher who properly exercises his or her leadership responsibility will enable his or her school to realize good academic achievement. This augments the fact that effective management and organization is a prime contributory factor in achievement (Chitiavi, 2002).

Indeed, the better education one is exposed to, the higher his/her chances are of future success. This is perhaps why the public debate about educational quality is largely reduced to a consideration of the effectiveness of schools as production units. The concern for efficiency by the clients of education reflect an interest in minimizing inputs to achieve a maximum level of output and that schools should be viewed as units of production whose
performance is regulated by the mechanism of consumer choices based on information about their efficiency (Norris, 1993). The Minister for Education in 1987 observed that poor performance in some of the schools is not as a result of lack of learning resources. It is rather lack of commitment to the task, the school personnel were called upon to perform (Republic of Kenya, 1988).

Kwakwa (1973) describes the head teacher as the keeper of keys, the director of transportation, the coordinator of correspondence, the quartermaster of stores, the divisor of intricate schedules, the publisher of handbooks, the director of public relations and the instructional leader. The head teacher is therefore a key person in any education system. He takes care of the final arrangements for the education of students in a school. His role cannot be taken for granted if he is expected to give the right kind of education to students, hence this sets the focus of the study. Konchar (1988) states that: Schools are bad or good, in a healthy or unhealthy mental, moral and physical condition, flourishing or perishing, as the principal is capable, energetic of high ideals or the reverse. Schools rise to fame or sink to obscurity as greater or lesser principals have charge of them. It is said ‘the school is as great as the principal, because of everything in the school, the plant, the staff, the curriculum methods and techniques of teaching...human relationships, bear the impress of his or her personality’. Schools do not become great because of magnificent buildings but because of magnificent principals (p.13).

The quality of education as measured by student achievement in national examinations is considered as below average standards (Ongiri and Abdi, 2004). This fact concurs with what the government of Kenya noted in its Master Plan on Education and Training (1997-
2010) that the majority of schools fall short of providing for the learning needs of their students, leading to poor academic performance (Republic of Kenya, 1998). Ongiri and Abdi (2004) reported that many of the country's 4,000 secondary schools post bad examinations results year in year out and that there are only about 600 schools that excel and if a student is not in any of these schools he or she is not expected to get a credible grade. Therefore, there is need to investigate the role played by head teacher as instructional leaders, in order to ensure better academic performance in their school.

Summary

As previously discussed in the literature, the importance of the instructional leadership responsibilities of the principal cannot be ignored nor can the reality that, good leadership skills are seldom practiced; principals require information and skills in order to support practices of instructional leadership in their schools. The need to know what effective instructional leadership is and how to become an effective instructional leader is of essence to every head teacher.

The consensus in the literature is that principals spend most of their time dealing with managerial issues. Although the role of the principal as instructional leader is widely advocated as outlined earlier, it is seldom practiced. The principal role is still, primarily, that of a manager, Hallinger (1998) attributes this reality to the fact that there has been little or no provision for enhancing or supporting these new skills in the instructional leadership domain. The technical assistance adjustment in role expectations, and policies designed to support the use of this new knowledge and skills are for the most part lacking.
Thus the image of instructional leadership has become entrenched in the professional rhetoric but all too often is lacking in administrative practices.

The literature review has outlined various aspects of instructional leadership and in particular the role of the head teacher as instructional leader. Evidently there is an apparent gap between what is and what needs to be.

Thus, this study intends to explore if the principals are aware of changes required for them to become effective instructional leaders and/or investigate if the principals have the knowledge and the skills required to become effective instructional leaders. It will also establish how instructional leadership affects academic performance in Muthambi Division of Maara District. The study will be guided by information and literature from various authors some of which are referred to in this chapter.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
In this chapter a description of the study design, location of the study, target population, sampling techniques, research instruments, data collection and data analysis to be used in the study was discussed.

3.2 The Study Design
Descriptive survey design was adopted in conducting the study. This design helped in describing and reporting the situation on the ground concerning instructional leadership in Muthambi division and its influence on academic achievement for the students. Survey research designs deals with the incidence distribution and inter-relations of educational variables. It is also a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. The design entails asking people for information and it has numerous advantages. Its greatest advantage is that many respondents could be questioned quickly and it’s also less expensive when analyzing results. (Coolocan, 1994).

3.3 Locale of the Study
The location of the study is in Maara District (Tharaka Nithi County). It boarders Meru South District and Mwimbi Division on the other end. Muthambi Division (Locale of the study) is sub-divided into two by River Nithi and another half by Embu – Meru road. The researcher selected this location because it has several secondary schools and she is familiar with the area, having worked there for more than five years. There is no adequate time for intensive research in other part of the country. Instructional leadership is required
in all schools for better results. Hence, it’s therefore hoped that the research to be carried in this area reflect what is happening in other parts of the country.

3.4 Target Population

3.4.1 Schools

The study focused on public secondary schools of Muthambi Division in Maara District Eastern Province. There are 14 public secondary schools, 8 of these are boarding schools while the rest are day secondary schools. The subjects of the study were public secondary school heads/ principals, their deputies and H.o.D’s. There are 14 heads, 14 deputies and 85 H.o.DS’ in all public secondary schools in Muthambi Division. The total target population was 113 persons.

The study was carried in public secondary schools because there are no private secondary schools in Muthambi division.

3.5 Sampling Design

3.5.1 Schools

In this study, the sample was selected from public secondary schools in Muthambi Division, Maara district. It comprised three day schools and five boarding schools. The sample composed of 57% of the total number of public secondary school in Muthambi Division in Maara District.

The secondary school were stratified into two; boarding secondary schools and day secondary schools. Simple random sampling technique was further used to select schools in each stratum.
3.5.2 Respondents

The school heads and deputies of the sampled schools were automatically included in the sample. Then from these schools one head of department and one teacher was selected using random sampling technique. The entire sampling yielded a sample size of 32 respondents for the proposed study.

3.6 Research Instruments

3.6.1 Questionnaires

The researcher designed and then administered open-ended and closed ended questions in form of a questionnaire formulated in relation to the research questions. The questionnaire was administered to selected deputies head teachers and the H.o.Ds of the sampled schools.

3.6.2 Interview schedule

The researcher also designed an interview schedule for the head teachers in the sampled schools. This allowed addition probing of questions, hence helping to fill the gaps left by the questionnaires. This was an important tool of gathering information since the head teachers are the chief school leaders.

3.7 Pilot Study

The researcher piloted these research instruments in 2 schools which were not included in the final sample. The pilot study was used to test the appropriateness and effectiveness of instruments developed. The purpose of piloting the instruments is to enable the researcher to find out whether they are clear, precise and comprehensive for research and if the responses given fulfill the research objectives hence enhancing content validity.
3.7.1 Reliability and Validity of the Research Instruments

The research instruments were tested using test-retest method to measure their reliability and validity. Pearson’s product moment formula for the test-retest was employed to compute correlation coefficient in order to establish the extent to which the content of the questions are consistent. This determined the reliability (accuracy) of the instruments since the responses indicated whether the instruments measured what they were supposed to measure (Kerlinger, 1964). The researcher checked the valid of the instruments by requesting a few persons competent in the area of the study to assess the relevance of the content used in the questionnaire.

3.8 Data Collection Procedure

After obtaining a letter, from the Department of Educational Management, Policy and Curriculum Studies of Kenyatta University, the researcher then sought for a research permit. The researcher visited the sampled schools, presented research permit to the head teachers and made arrangements for the interviews. The researcher later administered the questionnaires to the schools’ deputies and head of departments.

Out of the 32 questionnaires distributed, 16 were administered to HOD/teachers and, 8 to the deputy head teachers. All the head teachers in the sampled schools were administered with an interview schedule. Eight (100%) of the headteachers responded to the instrument which was a good return ratio. McBurney (2001), note that, a rate above 70% is considered a good response when using the questionnaire instrument in a study. Out of 16
questionnaires administered to the heads of department/teachers, twelve (75%) were returned.

3.8.1 Logistical and Ethical Considerations

Before going to the field, while in the field collecting data and after the field, the researcher observed the following logistical issues in order to ensure quality, hence;

i) The researcher sought permission from various authorities such as head teacher (Immediate boss)

ii) The research ensured all materials and instruments needed for data collections are there and well maintained to avoid time and resource wastage.

iii) The research prepared research time table and budget.

iv) The researcher obtained informed consent from the respondents and efforts were made not to injure the respondents in any way.

v) While in the field, the researcher ensured that the entire instrument was completely filled up and collected in time.

vi) Then the researcher did the necessary editing after the field.

vii) Lastly, information concerning the respondents was treated in confidence. Their identities were protected.

3.9 Data Analysis

The data collected from questionnaires was analyzed by the use of descriptive statistics (frequencies and percentages). The descriptive analysis was appropriate for this study because it involved the description, analysis and interpretation of circumstances prevailing at the time of the study. Basic statistical techniques were used to analyze various items of
the questionnaire. These included averages, percentages, frequencies and totals. This study used frequencies and percentages because they easily communicate the research findings to majority of readers (Gay, 1992). A number of tables and charts were used to present data findings. Data collected was analyzed according to the nature of the response. Once the coding was completed, the responses were transferred into a summary sheet by tabulating. This was then tallied to establish frequencies, which were converted to percentages of the total number. Responses from open-ended questions were recorded. To determine the frequencies of each response, the number of respondents giving similar answers was converted to percentage to illustrate related levels of opinion. Responses from in-depth interviews were transcribed. The transcribed data was then organized in themes and categories that emerged. Information from the records on the role of the head teacher was used to complement and to cross check data collected using the main instruments. The data analysis was done using the Statistical Package for Social Science (SPSS).
CHAPTER FOUR
FINDINGS AND DISCUSSION

4.1 Introduction

The purpose of the study was to investigate the role of the head teachers in instructional leadership and implications on K.C.S.E performance in Muthambi Division. The findings of the study are presented based on the objectives of the study, which focused on:

- The perception of the teachers on the role played by school heads as instructional leader.
- The challenges faced by the schools heads when carrying out their role as instructional leaders.
- The strategies that can be employed to improve instructional leadership in schools.

4.2 Demographic information of Head teachers, deputies and teachers.

In this session the researcher sought to find out the demographic information of the respondents.

4.2.1 Age of the Head teachers

The researcher sought to profile the head teachers in Muthambi division according to their age and the findings are indicated in the Table 4.1
Table 4.1 Age of the Head teachers

<table>
<thead>
<tr>
<th>Age of the Head teachers</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-40 years</td>
<td>3</td>
<td>37</td>
</tr>
<tr>
<td>41-50 years</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>51 years and above</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority (50%) of the head teachers in the division were aged between 41 and 50 years, 37% were aged between 31-40 years, 13 % were 51 years and above as illustrated in Table 4.1

4.2.2 Marital status of the Headteachers

The researcher aimed to find out the marital status of the headteachers in the division. The findings are represented in the Fig 4.1.

Figure 4.1: Marital status of the Head teachers
Majority (80%) of the headteachers in the division were married, 10% had been married but later divorced while 10% have never been married. This shows that apart from school responsibilities the headteachers majority had family responsibilities that can influence their performance.

### 4.2.3 Headteachers’ Work experience

The researcher sought to establish the years of experiences of the headteachers in the division and the finding are presented in the Table 4.2 below.

<table>
<thead>
<tr>
<th>Years of experience</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11-20 years</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>21-30 years</td>
<td>5</td>
<td>63</td>
</tr>
<tr>
<td>30 years and above</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority (63%) of the head teachers in the division had taught between 21 and 30 years, 25% had between 11 and 20 years of experience while only 12% had over 30 years and above of teaching experience. Nil had less than 10 years of teaching experience. The working experience is considered crucial in betterment of the leadership skills and likewise school performance.
4.2.4 Academic qualifications of the educators (teachers, deputies and teachers)

In this section, the researcher sought to find out the academic qualifications of the head teachers, their deputies and the H.O.D’s in the schools. The findings are shown in Table 4.3 below.

Table 4.3: Academic qualifications of the educators

<table>
<thead>
<tr>
<th>Qualification</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Approved teacher</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>B.Ed</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>M.Ed</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.3 indicates that 12% of the respondents have a teacher’s diploma, 6% are approved teachers, and 63% have Bachelor of Education degree while 19% have a master of Education degree.

4.2.5 Categories of the schools

The study was conducted in public secondary schools in Muthambi Divisional. The researcher sought to find out the information on the type of the schools. The findings are represented in Fig 4.2 below.
Fig 4.2 Categories of the schools

According to Figure 4.3 above, 50% were girl’s boarding schools, 29% were mixed boarding schools, 7% were boy’s boarding schools and the rest 14% were mixed day schools.

4.3 Teachers’ perceptions on the instructional leadership process in schools

The study sought to investigate instructional leadership of the principals in public secondary schools and their implications to K.C.S.E performance. The findings of the study are shown in Table 4.4 below.
<table>
<thead>
<tr>
<th>The instructional leadership role</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Sometimes</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The principal and staff define school educational goals and objectives.</td>
<td>2</td>
<td>8</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2. The principal discusses curriculum related policies with the staff.</td>
<td>3</td>
<td>13</td>
<td>2</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>3. The principal recognizes good teaching among the teachers</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>4. The principal manages curriculum and instructions effectively</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>5. The principal provides instructional leadership for the staff.</td>
<td>2</td>
<td>8</td>
<td>3</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>6. The principal provides learning facilities and resources.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. The principal get involved in academic activities such as checking teachers’ and students’ work</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>8. The principal observes and gives feedback to the teachers.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>9. Teachers who encounter teaching related problems feel free to seek assistance from the principal.</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>10. The principal promotes a positive learning climate.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 4.4: The perception of the teachers on the principal’s instructional leadership role.
The principal encourages leadership to emerge from teachers.

The principal delegates some of the instructional leadership tasks to his staff members.

The principal and staff work a plan of school activities at the beginning of the year.

Table 4.4 shows that 67% of the respondents agreed that the principal involves the staff in defining school goals and objectives, while 13% stated that their principals sometimes involved them in defining school goals and objectives, 4% of the respondents disagreed with this statement. It seems that principals in the population studied, seem to involve their educators in the setting of goals and objectives. This paves the ways for instructional leadership, 58% of the respondents showed that school activities are planned in consultation with them at the beginning of the year, 4% indicated that sometimes principals involve teachers in planning school activities. Also 4% disagree with the statement, 54% of the respondents agreed that principals delegate some instructional leadership tasks to their staff members. A percentage of 8% disagreed that some leadership tasks are delegated in their schools. Only 17% thought that principals sometimes do delegate some of their tasks. According to the findings, 58% of the respondents indicated that principals in their schools discussed curricular related policies with their staff, 17% of the staff said their principals sometimes do discuss curricular related policies with them, while 8% of the respondents disagreed that the principals discusses curricular policies with the staff. From the table above, 42% of the respondents agreed that principal recognizes the good performance
among the staff, while 4% disagreed, 25% were unsure because they thought the principal sometimes recognized the good teaching performed by the staff.

Table 4.4 also indicates that 58% of the respondents agreed that principals in their school encourage leadership to emerge from their educators while 4% opted sometimes and only 13% disagreed. From the findings, 79% of the respondents agreed that their principals established a climate conducive to effective teaching. Only 4% disagreed with the statement while 13% opted for sometimes. From the table 63% of the respondents agreed that they feel free to approach the principal if they are faced with teaching related problems. A small percentage of 13% disagree with the statement while 8% stated that their principals are sometimes unapproachable. The majority of respondents, 67% agreed that the principal provides learning facilities and resources, 21% stated that their principals sometimes provided learning facilities. Only 4% disagreed with the statement. From the findings 58% agreed that the principal provides instructional leadership for their staff, 17% stated that their principals sometimes provided instructional leadership for their staff. Only 13% disagreed with the statement.

4.4 Challenges faced by public secondary school heads in instructional leadership and performance

The second objective focused on the challenges encountered by heads of public secondary school when carrying out the role of instructional leadership. This objective aimed at enabling the investigator to know the various problems experienced by principal in line of duties. This was crucial because it is in these various weaknesses and threats that head teachers could strive to ensure that they are strategically ready to achieve good
performance in the national examination. The following are the challenges as they were outlined by the head teachers, deputy head teachers and teachers.

4.4.1 Students’ enrolment in Public secondary schools

The study aimed at establishing the rate of enrolment of students in public secondary schools in Muthambi division. The findings are shown in Fig 4.3 below.

![Students enrolment rate chart](image)

**Figure 4.3 Students enrolment rates**

Majority (69%) of head teachers reported an increased enrolment in their school. They attributed this to the introduction of free secondary education. Under this program the Kenyan government promised to meet tuition fees for the students in public schools, 30% of the head teacher reported a stagnant trend in the enrolment while 1% reported a decline in the enrolment. The findings implies that majority of the school have higher number of students than the resources could handle. As a result of high enrolment, the resources are stretched beyond the capacity.
4.4.2 Teachers’ workload per week

The researcher aimed at establishing the workload for teachers which influence their participation in instruction leadership in their schools. According to deputy teachers, the teaching staff is inadequate and as a result the workload in teaching is too much. The staff are thus left with little time to offer instructional leadership and the teaching is compromised which affects performance of KCSE. The findings are illustrated in the Fig 4.4.

![Bar Chart]

**Figure 4.4; Teachers’ workload per week**

Majority (80%) of the teachers had workload of between 26 to 35 lessons in a week, 18% reported a workload of between 15 to 25 lessons in a week, while 2% reported workload of below 15 lessons per week. This shows that majority of the teachers had big workload that is above the recommended 21 lessons per week. This affects teachers’ morale and consequently the participation in other instructional roles.
4.4.3 Financial challenges experienced by head teachers in public secondary schools

The respondents outlined financial matters as another challenge experienced by the head teachers when playing their instructional leadership role. The findings are illustrated in Table 4.5 below.

Table 4.5 Financial challenges of public secondary schools

<table>
<thead>
<tr>
<th>Financial Challenge</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delay in payment of school fees</td>
<td>5</td>
<td>70</td>
</tr>
<tr>
<td>Government delay in fund remittance</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Availability of needy students in the school</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Majority (70%) of the head teachers cited delay in students fees collection as the major challenge in acquiring financial resources while 15% reported a delay in government remittance for free education fund, only 5% of the head teachers cited needy students in their schools.

4.4.4 Challenges in human resources management in public secondary schools

For along time, public secondary school have had a serious shortage of qualified and trained teachers, which was brought about by freezing of employment of teachers by the government. Despite the increased enrolment over years the government has not employed new teachers and only replaces those who have left employment through retirement and other attrition such as death. Most of the B.O.G employed teachers are either untrained or inexperienced. Many principals have issues with school B.O.G and issues of indiscipline
among the students which also affects the academic performance of the school. The findings of the study are found in Table 4.6 below.

Table 4.6 Challenges in human resources management in public schools in Muthambi

<table>
<thead>
<tr>
<th>Challenges</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate teachers</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>Worker negative attitude</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Inexperienced teachers</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>Insufficient support staff</td>
<td>5</td>
<td>61</td>
</tr>
<tr>
<td>Unco-operative BOG</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Indisciplined students</td>
<td>4</td>
<td>53</td>
</tr>
</tbody>
</table>

Majority (75%) of the head teachers reported Inadequate teachers, 50% cited teachers' negative attitude toward work making them very unsupportive and reluctant in assuming any other responsibility, 43% of the head teachers cited lack of teaching experience among the teachers. This was attributed to employment of fresh graduates as BOG teachers to ease the teachers shortage. In addition, 61% of the head teachers cited insufficient support staff as a one of the major challenges affecting instructional leadership, 1% of the head teachers viewed uncooperative BOG as a challenge in their instructional leadership, 53% of the head teachers perceive students discipline as a hindrance to instructional leadership.

4.4.5 Duration of head teachers' instructional roles

The study intended to investigate the average amount of time used by head teachers to perform different roles. The findings are as indicated in Fig 4.5
Fig 4.5 Head teachers' instructional responsibility

Findings show that majority (75%) of the principals spend most of their time in administrative responsibility like representing the school in various occasion. Only 25% of the head teachers' time is used in teaching responsibility. This is a challenge, since they have no time to supervise school curriculum effectively and offering instructional leadership.

4.4.6 Workload of the head teachers

The study aimed at establishing the head teachers' involvement in the classroom activities in their respective schools. The findings were presented in the Table 4.7 below.
Table 4.7: Head teachers’ workload per week

<table>
<thead>
<tr>
<th>Number of lessons per week</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>6 to 10</td>
<td>6</td>
<td>55</td>
</tr>
<tr>
<td>Above 10</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the teachers (55%) stated that the head teachers had between 6 and 10 lessons in a week, 30% of the respondents indicated their head teachers normally have below 5 lessons in a week and 15% reported that their head teacher have above 10 lesson in a week. However, according to the teachers most of the head teachers’ lessons go untaught or are delegated to the BOG teachers. Most of teachers are for the view that head teachers do not carry their instructional role effectively thus poor performance in K.C.S.E.

4.5 Strategies employed to improve instructional leadership in schools.

This objective was found important because, the strategies that are likely to be adopted would offer solutions to the challenges that public secondary schools heads encounter in providing instructional leadership and also improving their schools performances in the national examination. This would also offer an opportunity to these secondary schools to assess their environment and fully comprehend the weaknesses and threats as well as strength and opportunities available for the betterment of their performance.
4.5.1 Financial management strategies

The efficient and effective management of financial resources is an important aspect in attainment of impressive performance in all public secondary schools. On the other hand most of the respondents expressed the need to source more funds instead of waiting always upon government and parents to fund the school. The researcher found that, majority 70% of the respondents cited the need to start income generating projects in schools, 15% preferred looking for donors to support the needy children, 10% encouraging community participation in the school. Only 5% further suggested that schools should adopt leasing strategies instead of buying their own properties such as school buses. Majority of the respondents were for the opinion that there is great need for proper use and management of school funds in order to carry instructional role effectively.

4.5.2: Increase of more qualified teaching staff by employing permanent teachers.

From the findings majority (93%) of all respondents reported more teachers should be employed to ease the teaching load of the teachers, 83% of the respondents indicated that head teachers, deputies and teachers should be given more in-service training through seminars, workshops e.t.c to improve on their management skills and instructional leadership role, 65% felt that government should provide clear policies on the public schools management while 50% indicated that all teachers need to be professionally trained in order to the handle instructional learning. Most school collaborated with other stakeholders like JICA and educational book publishers to offer training to teachers in service training. The government further offer study leaves to teachers to enable them further their education in local and international colleges.
4.5.3: Improving head teacher' role of instructional leadership.

Majority 75% of the responses indicated that their principals’ lack of proper planning as their major weakness; and according to them this affects their instructional leadership roles. On the other hand, 67% of the teachers expressed dissatisfaction with the manner in which their principals run/managed their schools. To reduce the head teachers’ administrative role most public secondary school has diversified leadership positions in the school management. There has been inclusion of dean of students, dean of academic, boarding master or mistress

4.6 Influence of Head teachers' instructional leadership role on KCSE performance.

This section aimed at evaluating the level of active involvement of the head teachers in order to assist changes by virtue of motivating the staff and the students, by getting out of the societal background, and by consistent improvement of the school in question.

4.6.1 The head teachers K.C.S.E improvement measures.

The head teachers were asked to state the quality improvement measures they employed to influence the K.C.S.E performance of their schools. Table 4.8 shows the findings of the study.
Table 4.8 Quality improvement measures used by the head teachers

<table>
<thead>
<tr>
<th>Control measures</th>
<th>high performing</th>
<th>average performing</th>
<th>low performing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Increasing students' entry marks</td>
<td>5</td>
<td>62.5</td>
<td>3</td>
</tr>
<tr>
<td>Improved teachers roles</td>
<td>6</td>
<td>75</td>
<td>1</td>
</tr>
<tr>
<td>Frequent testing and Feedback</td>
<td>6</td>
<td>75</td>
<td>1</td>
</tr>
<tr>
<td>Remedial teaching</td>
<td>4</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Syllabus coverage</td>
<td>5</td>
<td>62.5</td>
<td>2</td>
</tr>
<tr>
<td>Checking teacher's and Students' work</td>
<td>6</td>
<td>75</td>
<td>2</td>
</tr>
</tbody>
</table>

From Table 4.8 above, it is evident that in the high performing schools, they frequently test and give feedback to their students, do remedial teaching and controls entry mark for students joining the school and they also provide learning resources as measures to improve students' performance in the K.C.S. E examinations. Actually 6 out of 8 head teachers have frequents test done in their schools while 5 out of 8 head teachers said they ensure thorough revision prior to the start of national examinations. Most of the schools had established facilities and this was a priority issue. On the other hand in the low performing schools, these measures had not taken root adequately. The principals of low performing schools cited admitting students with low marks. Interviews also revealed other important variables that influenced examination performance such as teacher experience, ample time to cover syllabus, team building among the staff.
4.6.2: The head teachers' level of involvement in academic activities.

In this section the researcher sought to find out the academic activities that head teachers participate in to assist improve academic performance of the school. The schools were categorized into three groups based on their last KCSE performance. The findings are shown in Fig 4.6 below.

![Bar chart showing the head teachers' involvement in academic activities.]

**Fig 4.6 The head teachers’ involvement in academic activities.**

From the findings, about 70% of the head teachers in high performing school checked the teachers' and students' work, ensured that all the departments had enough teachers, were involved in internal classroom supervision, helped in eradicating cheating among students and also monitored students’ discipline. Less than 50% of average performing schools’ checked teachers’ and students’ work and or monitored students’ discipline. On the other hand, less than 63% of the head teachers in low performing schools participated in these activities except for discouraging cheating among the students.
There was a strong positive relationship between headteacher instructional leadership and the KCSE performance. This means that the more the headteacher's involvement in the learning process the better the students performed in their final examination. The findings also noted that good performance was the indicators of proper school management.

4.7: Discussion of the findings

This section provides the discussion of the findings based on the study objectives while aiming at answering the research questions.

4.7.1: Teachers' perception on the role played by head teachers' in instructional leadership.

The findings show that most deputies and teachers (respondents) were satisfied with leadership provided by their principals. The respondents liked the manner in which instructional programmes were communicated to them and the nature of support they received from their principals. This augurs well for development of education and improvement of schools. The findings are in agreement with Fullan (1991), who argued that the role of instructional leadership differs from that of traditional school administrator in a number of ways. Whereas a conventional principal spends the majority of his/her time dealing with strictly administrative duties, a principal who is an instructional leader is engaged in with redefining his/her role to become the primary learner in a community thriving for excellence in education. The results also show that, most of the respondents are happy with the interpersonal relations displayed by their principals. Most principals are empathetic, sympathetic and have a sense of humor. The respondents also showed happiness about the approachable nature of their principals. Most principals were portrayed
as good listeners and good communicators. The findings concurs with Mansers (1978:17), who pointed out that, good human relations is a vital attribute every principal must possess in order to be effective and successful. On the other hand, majority of the respondents expressed satisfaction about the supportiveness of their principals. They portrayed their principals as problem-solvers and creators of a school climate conducive for teaching and learning processes. The findings are in agreement with Daresh (1999) who pointed out that the effective principal provides support for instruction in his school. This is a critical role of a principal as an instructional leader.

4.7.2: Challenges faced by school heads when carrying out their role as instructional leaders

The findings show majority (69%) of the head teachers experience increased enrolment rates in their schools. As a result of high enrolment, the resources are stretched beyond the capacity. Majority (90%) of the head teachers cited lack of finances as the resultant challenge in developing the necessary infrastructures required in learning. Teacher shortage has also been witnessed with 75% of the head teachers indicating lack of enough and qualified teaching staff. The quality of education as measured by student achievement in national examinations is considered as below average (Ongiri and Abdi, 2004). This fact concurs with what the government of Kenya noted in its Master Plan on Education and Training (1997-2010) that the majority of schools fall short of providing learning needs of their students, leading to poor academic performance. According to the findings majority of the head teachers have no class interaction with the student for they have below 10 lessons in their school per week, and those with more than ten lessons they rarely teach them, since they delegate their teaching to other teachers. More so, most heads have no time to set,
mark and analysis exams so they may not have an idea on issues affecting teaching and learning process. The finding also shows that a number of the principals do not check teachers’ and students work. Also some do not carry internal/ clinical supervision. This contradicts with Hanny (1987) who perceives that, effective principals are expected to be effective instructional leaders... the principal must be knowledgeable about curriculum development, teachers and instructional effectiveness, clinical supervision, staff development and teacher evaluation.

4.7.3: Strategies employed by the head teachers in improving instructional leadership

The findings show that employment of more teachers and on job training as strategies that can be employed by the head teacher to improve instructional leadership within the school. The findings are in agreement with Hallinger, Greenblatt and Edwards (1990) who stated that, principals need the opportunity to explore and update skills in leadership, curriculum, supervision, instruction and management. Since professional development for principals is a continuous process of learning and of becoming an effective leader. It is therefore important that the head teacher should be a leader, a thinker and a decision maker. A discreet head teacher will employ teamwork as a working strategy. He will set up committees and smaller groups of members of staff to investigate ideas or strategies. The findings also show that, most principals were not able to run their school properly because of poor planning. The respondents suggested that, the principal should be able to plan, since planning is one of the cornerstones of every institution, it is a path to success (Van der Westuizen(1990:617). By planning the principle will have time to play all is role as expected, including time to teach. This concurs with Harden’s (1988), who argues that, the sole purpose of the school head is to serve the educational needs of students so he/ she
need to work closely with students by teaching them. On the financial management strategies, the findings indicate that financial resources are scarce. Starting an income generating projects in school and charging parents for the extra curriculum activities were the major strategies suggested by majority of the heads in mitigating the financial challenges in public secondary school in Muthambi division. The findings are in agreements with Thomas (2001) who argues that, principals as managers are responsible for financial operations, building maintenance, students scheduling, personnel, public relations, school policy regarding discipline, co-ordination of the instructional program and other overall matters. The heads have several functions to perform which include; assurance that sound policies, goals and objectives are formulated in a given school and that methods are determined for the achievement of these objectives, procuring the resources necessary for the achievement of the objectives.

4.7.4 Influence of head teacher instructional leadership role on K.C.S.E performance.

The study revealed that the head teachers who focus on other issues rather than internal supervision record poor results in examinations. The findings are in agreements with Kangania (1986) who observed that many head teachers of schools in Meru district spent more time with finance and business management than with the curriculum and instruction and student personnel. Head teachers seem to believe that they are only accountable for financial management of their school because they are liable for prosecution of financial mismanagement if discovered. According to Sweeney (1982) it is time head teachers were held accountable for the academic achievement of their students as well. The head teacher is legally seen as the first supervisor because he or she has to play the role of supervision from time to time by checking the teachers’ classroom work and assessing their overall
performance based on students' achievement. The head teacher gives direction on how to attain the goals set by the school. The performance of the school therefore depends on the ability and the capacity of the head teacher (Sweeney, 1982). The study found out that head teachers used quality improvements measures which included entry mark of students to form one, syllabus coverage, testing and feedback and having clear roles for teachers. They also ensured that the staff was well established by employing teachers in departments where the teachers were not adequately staffed. The study also revealed that the head teachers embraced teamwork and delegation of duties which ensured that work was done effectively. They also had regular staff meeting where planning and decisions were made jointly and policies well communicated, all these measures and monitoring students' discipline contributes towards academic performance of the school in K.C.S.E. The above argument is supported by (Eshiwani, 1993), who argues that the education system in Kenya is largely examinations oriented. The quality of education tends to be evaluated in terms of students passing national examinations. Rutter et al. (1979) and Wekesa (1993) noted that to improve students' performance head teachers are required first to improve the management of the schools. This can be done by setting a clear vision for the schools and communicating this vision to students, supporting its achievements by giving instructional leadership, provision of resources and being visible in every part of the institution. Lack of vision in the management of the school often leads to imbalance in the allocation and use of resources. This concurs with Ayot and Briggs (1992) who pointed out that, poor results in education are related to the resources allocated to it. The study further revealed that, although the level of a schools' form one intake coupled with availability of learning resources are significant factors in performance, some bright students have performed
poorly in the absence of good management and organization in various schools (Griffins, 1994). According to Chitiavi (2002), there is no doubt that every head teachers’ dream is to get his school ranked among the best in national examinations results. Statistics reveal that some schools perform exceptionally well while others perform poorly. A closer investigation reveals that good performance does not just happen. It is a result of good teaching and overall effective headship. The quality of leadership makes the difference between the success and failure of a school (Millette, 1988). He further explains that research and inspection clarify the extent to which the quality of leadership is crucial to improvement. Schools can make a difference to students’ achievements and head teachers’ leadership is one of the factors which contribute to success or failure since it’s the head teacher who sets the pace.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion and recommendations of the researcher based on the researcher findings. Also suggestions for further research are given.

5.2 Summary of the findings

The findings of the study are presented here below in respect to the objectives and purpose of the study. The purpose of the study was to find out the role of the head teachers in instructional leadership and how their role affects academic performance in Kenya Certificate of Secondary Education (K.C.S.E). the study was guided by the following objectives: examine teachers perceptions on the role played by head teachers as instructional leader, to identify the challenges faced by the head teachers when carrying out their role as instructional leaders, and to establish the strategies that can be employed to improve instructional leadership in schools. The research targeted 14 heads, 14 deputies and 85 teachers. However, data was obtained from 8 head teachers, 8 deputies and 16 teachers. The research instruments were interview schedule for head teachers and questionnaires for both deputies and teachers. The data was analyzed using descriptive statistics and findings presented using tables, charts and graphs.
5.2.1. Perception of the teachers on the role of head teachers as instructional leader

The study revealed that most teachers possess negative views on their school leadership. They perceived their head teachers as traditional school administrator who spend the majority their time dealing with strictly administrative duties. The school leaders applied the ancient model of administration as authoritarian. Teachers reported less involvement in the decision making process even if they interact more with the students and therefore aware of what need to be done on the students.

On the resource planning, although all resources are generally scarce, there was no proper budgeting on the resources. Many school allocated crucial resources on finance on the projects that were not urgent at expense of the crucial learning materials for instance, most school engaged in purchasing school buses instead of equipping school laboratories that were in dare need of equipments.

Most teachers reported that financial resources were improperly used by the principal for instance most head teachers used school van for personal use. The teachers said the procurement process was fraud and prices were over exaggerated to the benefit of head teachers.

On the workload, the teachers felt that they were given many lessons leaving them with no free time to attend to personal duties. They reported that most head teacher have no teaching workload as they push many of their teaching duties to their juniors.
5.2.3 Strategies employed by head teachers to improve on instructional leadership

Information obtained from the schools administration and teachers showed that public secondary schools have adopted local and national strategies to ensure they improve on national performance. The following are some of the steps taken by the public secondary school in Muthambi division.

On structuring of the school administration, Findings show most public secondary school has diversified leadership positions in the school management. There has been inclusion of dean of students, dean of academic, boarding master or mistress. This aims at making the leaders' role righter on some teachers and ensuring instructional leadership.

To ease the teachers' shortage, finding show most public secondary schools are employing BOG teachers to work for duration of time before getting a replacement from the TSC.

Most school also collaborate with other stakeholders like JICA and educational book publishers to offer training to teachers on curriculum management and subject delivery method. The government further offer study leaves to teachers to enable them further their education.

On financial issues, finding shows most school apply varied strategies to beat the financial challenges. Most public secondary school buy goods on credit and only settle the suppliers at the end of the year or when fund become available. Other school make use of the locally available resources, For instance school with land grew their food thus saving on cost.
5.3 Conclusions

The public secondary schools have played a significant role in offsetting the demand for ordinary level of education in Kenya. In the recent times the school leaders are required to apply conventional leadership style in the running of school for clear directions and students centered learning. However, they have to undergo challenges that require to be addressed urgently and comply with specific conditions which fit both internal and external environment. The provision of quality education is a necessity in all institutions as this is the greatest measure of performance.

The mode of delivery employed, it is evident that the traditional methods of teaching were still prominent in public secondary schools. This included face to face which involves lectures, demonstration and assignments. However, diversification to non traditional methods is vital in order to move with the global demands in terms of delivery techniques.

The findings of the study revealed that head teachers' involvement in academic activities such as checking teachers' and students work, internal classroom supervision and monitoring students' discipline leads to high academic performance of the school. In conclusion, the leadership roles of the school principal are one of the marshaling resources that classroom teachers require to perform effectively. Therefore a principal is required to be a good teacher, a change agent, an evaluator, a great disciplinarian and a lover of progress for effective teaching and learning process.
5.4 Recommendations

The roles of a school head are many in a school system. Therefore I recommend that they discharge these duties for effective teaching and learning. On the other hand head teachers should promote the spirit of self evaluations with a view to enhance their performance.

The Ministry of Education should consider equipping teachers with leadership skills by deputies as well as the Heads of Department should take up or assist the principal in encouraging them to participate actively in school leadership. This method may help teachers to appreciate and reduce the head teachers' instructional roles in their schools.

Regular training of school heads is a prerequisite to better school management and improved performance. Thus, the Ministry should plan leadership training programmes for serving principals at divisional, district, and county levels to empower the heads to become effective instructional leaders in their schools.

Public secondary schools should engage private sector and other stakeholders such as community in order to draw resources such as finance and other professional advice on school management. This may be done by inviting professional to be friends of schools. The schools should also engage in income generating activities to supplement the financial resources as this would enhance resource wellbeing.

Employers should be encouraged to give constant feedback on the graduates employed in their organization through formal and informal means. Forming partnerships with firms through symposiums and sport sponsorships and devising ways through which one can benefit from one another is a good idea.
5.5 Recommendations for further studies

Effects of free public secondary school on the quality of education offered in public secondary schools. Free education has encouraged high enrolment and this may affect the role of headteacher as an instructional leader.

Comparison on job satisfaction between permanent and pensionable teachers against contract teacher. This is because job satisfaction of the teacher is likely to affect the instructional leadership of the headteacher.

Effectiveness of income generating activities in supplementing income of public secondary schools. This will increase the financial resources of the school that is a key to instructional leadership.
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APPENDIX 1. COVERING LETTER

KATHIE ROSE DAISY
P.O. BOX 3552-00200 NAIROBI.

Dear sir/ Madam,

RE: REQUEST TO CONDUCT A SURVEY

I am an MBA student at Kenyatta University, admission number E55/CE/11785/08. As part of the fulfillment for the requirements of the MBA Degree, we are required to undertake a research project. The objective of the study is to identify the role head teacher in instructional leadership and its implications on KCSE performance in Muthambi division, Kenya.

As a key player in the industry, you have been identified to be among those sampled to offer the information needed to conduct the study. You are also assured that the information sought is basically for academic purpose and will not be used to victimize you in any way.

Thanking you for your anticipated cooperation.

KATHIE ROSE DAISY
E55/CE/11785/08
Tel: 0721271050
APPENDIX 2: DEPUTY HEAD TEACHERS QUESTIONNAIRE

Introduction

I am a student of Kenyatta University. This study is part of master of education (Administration) degree. The study findings are purely for academic purposes, it will try to find out the roles of head teachers in instructional leadership. You are kindly requested to provide answers to these questions as honesty and precisely as possible. Responses of these questions will be treated with confidentially.

NOTE
Please tick (√) where appropriate or fill in the required information on the spaces provided.

Section A: Background Information

1. Category of the school / institution ____________________________

2. Type of the school

   Day      Girls      Mixed
   Boarding Boys

3. Gender

   Female
   Male

4. How many years have you served as a deputy teacher (Principal) in this school / station

   □ Less than 3 years
   □ 3-6 years
   □ 6-10 years
   □ More than 10-years

5a). Are you a professionally trained teacher?
b) If yes, what is your highest professional qualification?

- SI
- Diploma
- Approved Teacher Status
- B.E.D
- M.E.D
- Others (Specify) ________________________________

6. What is the school performance in national examinations (KCSE) for the last five years?

________________________

NB: Give your answer in terms of grade or mean scores.

7. What is your rating for the effectiveness and success of learning and teaching process in your school?

- Very effective
- Effective
- In-effective
- Very in-effective

8. Give a brief explanation for your answers in question 11 above.

________________________________________________________________________
________________________________________________________________________

9a). Do you teach?

Yes ☐ No ☐

b) What is your subject combination? ________________________________

10a). Do you face any challenges when teaching?

Yes ☐ No ☐

b) If yes, what challenges do you face and how do you overcome them?

________________________________________________________________________
Section B: School Leadership

11. Does the instructional leadership roles played by the school head influence how the school performs?

   Yes ☐  No ☐
   If, yes briefly explain your answer.

________________________________________________________________________

12. Which other roles does the head teacher play to ensure effective learning?

________________________________________________________________________

13. One of your roles as a deputy head is to assist the school head in all areas and especially academic. What role do you play as an instructional leader? Please explain

________________________________________________________________________

14. Please complete the tables below by putting cross (X) next to the answer that presents your opinion.

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The principal and staff defines school educational goals and objectives.</td>
<td></td>
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</tr>
<tr>
<td>b. The principal manages curriculum and instructions effectively</td>
<td></td>
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<tr>
<td>c. The principal provides learning facilities and resources.</td>
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<tr>
<td>d. The principal get involved in academic activities such as checking teachers’ and students’ work</td>
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<tr>
<td>e. The principal observes and gives feedback to the teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>f. The principal promotes a positive learning climate.</td>
<td></td>
<td></td>
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<tr>
<td>g. The principal delegates some of the instructional leadership tasks to his staff members.</td>
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<tr>
<td>h. The principal and staff work a plan of school activities at the beginning of the year.</td>
<td></td>
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</tbody>
</table>
Key
1. strongly disagree
2. disagree
3. sometimes
4. agree
5. strongly disagree

15. Does your role as instructional leader affect academic performance in your school?
   Yes □  No □
   b) Briefly explain your answer above.

16. In your own opinion what are the roles of a head teacher as an instructional leader?

17a). What challenges do your principal face when carrying the role of instructional leadership?
   i. 
   ii. 
   iii. 
   iv. 
   b) in your own opinion, what is possible solutions to this challenges? Briefly explain.

18. How does the school head promote professional growth of the teachers?
Kindly give your view openly on the following questions

19. Identify and explain three (3) things you like about your principal instructional Leadership practices.
   a. __________________________________________
   b. __________________________________________
   c. __________________________________________

20. Identify three (3) things that you think can be improved in your principal’s Instructional leadership practices.
   a. __________________________________________
   b. __________________________________________
   c. __________________________________________

21. To what extent do the principal encourage teachers in their classroom instruction?
   Briefly explain
   ____________________________________________

22. To what extent do the principal promote professional growth of their teachers?
   Explain briefly
   ____________________________________________

23. On average per week, how much time do the principal devote to the following?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Instructional planning with teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b Observing and coaching teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c Personal issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d Administrative duties</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>e Meeting with parents and community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f Students discipline issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g Working directly with students (teaching, tutoring)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>h Meeting with the central office (e.g D.O.E, P.D.E)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
NOTE

1  None
2  Less than one hour
3  More than 5 hours
4  10 hours or more.

24. Which of the following best describes your immediate professional plans?
   (Select one)
   i) Continue as a deputy principal at my current station.
   ii) Continue as a deputy principal in another school.
   iii) Leave the deputyship for another administrative position or principal ship.
   iv) Retire from the deputyship to teaching.

Give a reason for your answer above

________________________________________________________________________
________________________________________________________________________

Section C: Strategies for improving instructional leadership in school

25. What do you propose the following should do in order to improve instructional leadership in school?
   a) The ministry of education
   ________________________________________________________________
   ________________________________________________________________
   b) The board of governors
   ________________________________________________________________
   ________________________________________________________________
   c) The head teachers
   ________________________________________________________________
   ________________________________________________________________
   d) The deputy head teachers
   ________________________________________________________________
   ________________________________________________________________
   e) H.o.Ds and other teachers
   ________________________________________________________________
   ________________________________________________________________
APPENDIX 3: TEACHERS’ QUESTIONNAIRE

Introduction
I am a student of Kenyatta University. This study is part of master of education (Administration) degree. The study findings are purely for academic purposes, it will try to find out the roles of head teachers in instructional leadership. You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses of these questions will be treated with confidentiality.

NOTE
Please tick (✓) where appropriate or fill in the required information on the spaces provided.

Section A: Background Information
1. Category of the school / institution ____________________________

2. Gender
   Female □
   Male □

3a). Are you professionally trained as a teacher?
   Yes □  No □

   b) If yes, what is your professional grade?
      □ SI
      □ DIPLOMA
      □ Approved Teacher
      □ B.E.D
      □ M.E.D
      Others (specify) ____________________________

Section B: Issues of school management and instructional leaders
4. Which subjects do you teach? ____________________________

5. What mean score did the subject(s) have in the last year KCSE exam? ____________

6a). Was it a drop or an improvement compared to the previous years? ____________

   b) Give reasons for your answer in question (8) above ____________
c) Does the school leadership affect how you perform your duties and roles especially your teaching role? Briefly explain

7. Please complete the tables below by putting cross (X) next to the answer that presents your opinion.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. The principal organizes for internal classroom supervision.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. The principal discusses curriculum related policies with the staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. The principal effectively solves the teaching problems in school.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>d. The principal recognizes good teaching among teachers.</td>
<td></td>
<td></td>
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<tr>
<td>e. The principal understands the need to involve all the staff members in school management.</td>
<td></td>
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</tr>
<tr>
<td>f. The principal facilitates teaching and learning in school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. The principal encourages leadership to emerge from teachers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Teachers who encounter teaching related problems feel free to seek assistance from the principal.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key**

1. strongly disagree
2. disagree
3. sometimes
4. agree
5. strongly disagree

8. How would you rate your school performance compared with other school in the County?
   - [ ] Excellent
   - [ ] Good
   - [ ] Average
   - [ ] Below average

9 a) Which department do you work for? __________________________
b) Who has employed you? ________________________________

☐ School board
☐ TSC

10. What results does your department/subject obtain since when you joined the school? __________________________________________

11. In your own opinion, does the school head affect or influence results in your department? ________________________________

b) Briefly explain your answer __________________________________________

12. Which roles does your departmental head play in order to improve academic performance in the department and or school?

13a) How would you rate your school head as an instructional leader?

☐ Very effective
☐ Effective
☐ In-effective
☐ Very in-effective

b) Give reason(s) for your answer in (16a) above __________________________________________

14. How does the head teacher assist/guide you when performing your roles and duties?

15. In your own opinion, what can be done to help school heads to improve their instructional role for better results?

a. __________________________________________
b. ________________________________
c. ________________________________

16a) How often do you see your principal during the school day? Please tick one option

☐ Often
☐ Not often

b) How does this affect the way you teach? Briefly explain

17a) Our principal supports us to manage changes in teaching related areas

☐ Yes
☐ No

b) If your answer is yes in (9a) above give three ways in which he gives you the support

18. Judge how frequently each statement fits the principal you are describing, use the following rating scale:

a) Talks optimistically about the school 0 1 2 3 4

b) Spends time teaching and coaching 0 1 2 3 4

c) Avoids making decisions 0 1 2 3 4

**Key**
0 Not at all
1 Once in a while
2 Sometimes
3 Fairly often
4 Frequently if not always

19. What resources have you been provided with in your school to support instruction?

a) ________________________________________________

b) ________________________________________________
c) ________________________________

b) How do you rate the resources listed above?
   □ Adequate
   □ Fairy adequate
   □ Not adequate

20. What motivates you as a teacher?
   ________________________________
   ________________________________
   ________________________________
   ________________________________

d) How does the motivation listed above affect what you do in the class? Briefly explain
   ________________________________
   ________________________________
   ________________________________
   ________________________________
APPENDIX 4: HEAD TEACHERS INTERVIEW GUIDE

Introduction
Hello, my name is Rose Kathie and I am a master’s student at Kenyatta University, I would first like to thank you for participating in this interview. Before we begin I will explain the purpose of my work and ask your permission to use the information from our interview to assess the effectiveness of the questions in the teachers’ questionnaires and my interview technique. This process is required by Kenyatta University. It will take a few minutes, please feel free to stop me at any point and ask questions that may arise. Do you have any questions before we begin?

SECTION A: General information
1. Marital status
2. Gender
3. How many years have you served as an head teacher?
   a) In this school
   b) In other stations
4. Which other post/position have you served before becoming a head teacher?

SECTION B
Issues on school leadership and performance
5. What major challenges have you faced regarding the management of this school?
6. In your own opinion what factors influence the academic results of this school?
7. Do you teach?
8. How does your teaching load affect your effectiveness in school management?
9. What challenges do you face when performing instructional role? 

10. Which academic activities do you participate in to help improve the school performance? 

11a) What changes have you observed in teachers instructional practice this year? 

b) Tell me about your involvement with the changes 

c) Can you identify anything else that may have affected how teachers changed their instructional practice this year? 

d) Is there anything else you would like to say about how teachers have changed their instructional practice? 

12 a) Think about the past few weeks, what kind of interactions have you had with teachers in your school? 

b) Tell me about your interaction with the teachers? 

c) Have you talked about instruction with your teachers? Tell me more about it.
13a) What professional development have you participated in past two years?

__________________________________________________________________________

b) Who provided you with this professional development opportunity?

__________________________________________________________________________

14a) What are some of the professional development opportunity available for your teachers?

__________________________________________________________________________

b) How have teachers used the ideas from these activities in their classrooms?

__________________________________________________________________________

__________________________________________________________________________

15) What are some of the major resources provided to teachers in your school to support instruction?

__________________________________________________________________________

__________________________________________________________________________

16 a) What do you think motivates the teachers in your school?

__________________________________________________________________________

__________________________________________________________________________

b) How does it affect their teaching?

__________________________________________________________________________

__________________________________________________________________________

17 a) How have you interrupted with colleagues lately?

__________________________________________________________________________
b) Have you shared some of your instructional approaches with them?

c) If (yes) tell me about what approaches you have shared

18a) Tell me about the collegial relationship teachers in your school have with one another
i) What do you think they talk about?

ii) Do you think they share instructional approaches with each other?

19a) How many years were you a teacher?

b) How many years have you been an administrator?

c) What support do you give your teachers in school?

d) How do you think this affect what teachers do in the classroom?

e) What academic activities do you engage in to improve the performance of the school?
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DURATION/ VENUE</th>
<th>PERSON RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing of Draft Proposal</td>
<td>February, 2011</td>
<td>Principle Researcher</td>
</tr>
<tr>
<td></td>
<td>Library</td>
<td></td>
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<tr>
<td>Submission of Draft Proposal</td>
<td>February, 2011</td>
<td>Principle Researcher</td>
</tr>
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<td></td>
<td>Department of Education Management</td>
<td></td>
</tr>
<tr>
<td>Data Collection, Data Analysis and Revision</td>
<td>December, 2012-February, 2013</td>
<td>Principle Researcher</td>
</tr>
<tr>
<td>and Submission of Project</td>
<td></td>
<td>Supervisors</td>
</tr>
<tr>
<td>Graduation</td>
<td>July, 2013</td>
<td>Kenyatta University</td>
</tr>
<tr>
<td></td>
<td>Kenyatta University</td>
<td></td>
</tr>
</tbody>
</table>
# APPENDIX 6: ACTIVITY BUDGET

<table>
<thead>
<tr>
<th>CORE ACTIVITIES</th>
<th>ITEMS/PARTICIPANTS</th>
<th>COST (Kshs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidation of Literature</td>
<td>Library/ Internet search</td>
<td>3000</td>
</tr>
<tr>
<td>Designing and developing Research instruments</td>
<td>Stationery Typesetting, printing, photocopying and Binding.</td>
<td>5000 20000</td>
</tr>
<tr>
<td>Conducting interviews</td>
<td>Key Informants</td>
<td>5000</td>
</tr>
<tr>
<td>Main field data collection</td>
<td>Transport</td>
<td>15000</td>
</tr>
<tr>
<td>Communication</td>
<td>Telephone and internet services</td>
<td>5000</td>
</tr>
<tr>
<td>Data processing, Analysis, Report Writing</td>
<td>Typesetting, printing, photocopying and binding.</td>
<td>20000</td>
</tr>
<tr>
<td>Miscellaneous</td>
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<td>7000</td>
</tr>
<tr>
<td>Total Budget</td>
<td></td>
<td>80000</td>
</tr>
</tbody>
</table>
REPUBLIC OF KENYA

Rose Daisy Kathie  
Kenyatta University  
P.O BOX 43844-00100  
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "The role of head teachers in instructional leadership and implications on K.C.S.E performance: A case of Muthambi Division, Kenya," I am pleased to inform you that you have been authorized to undertake research in Maara District Muthambi Division for a period ending 31st July 2012.

On completion of the research you are expected to submit a copy of the research report/thesis to our office.

Mwangi C.C  
For District Education Officer  
MAARA DISTRICT