HEADTEACHERS’ ROLES IN ENHANCING PUPILS’
PERFORMANCE IN MATHEMATICS IN PUBLIC PRIMARY
SCHOOLS IN THIKA WEST DISTRICT, KIAMBU COUNTY,
KENYA

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E55/24517/2010

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF
EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR AWARD OF THE DEGREE OF MASTER OF EDUCATION
(ADMINISTRATION) OF KENYATTA UNIVERSITY

NOVEMBER, 2014
DECLARATION

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

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DEDICATION

I dedicate this project to my loving parents Isaac Kimani Karanja and Eunice Waruiru, to my husband and our lovely children Martin Mwangi, Brian Kimani, Wallace Maina and Lyda Wambui who endured various inconveniences while I was busy studying and gave me special encouragement.

To my parents, you sacrificed a lot for my education and impressed on me the need to pursue and value education at my age.

Thank you all for your love and support throughout this study.
ACKNOWLEDGEMENT

I greatly acknowledge the guidance and wisdom from God from whom I drew faith, trust, strength, hope and determination to keep going during the study period especially when the road seemed rough and tough.

Greatly, I sincerely appreciate my supervisors Dr. J. G Mungai and Dr. J. K Nyerere who deserve a special mention for their professional and academic guidance in undertaking this project. Your experience and patience come in handy for the fulfillment of my dream.

My appreciation and gratitude goes to the role played by my parents Isaac Kimani Karanja and Eunice Waruiru. They laid the foundation for my academic journey and inspired me to seek more knowledge. I also thank my family for their continued support that helped me accomplish this project. I also wish to thank my colleagues at work for their moral and spiritual support.

Finally, I extend my sincere appreciation to all who contributed to the success of this work.

May Almighty God bless you.
# TABLE OF CONTENTS

DECLARATION .............................................................................................................. ii  
DEDICATION ............................................................................................................... iii  
ACKNOWLEDGEMENT ............................................................................................... iv  
TABLE OF CONTENTS ............................................................................................... v  
LIST OF TABLES ......................................................................................................... ix  
LIST OF FIGURES ...................................................................................................... x  
ABBREVIATIONS AND ACRONYMS ......................................................................... xi  
ABSTRACT .................................................................................................................. xii  

## CHAPTER ONE: INTRODUCTION ........................................................................... 1  
1.1 Background of the Study ..................................................................................... 1  
1.2 Statement of the Problem ................................................................................... 5  
1.3 Purpose of the Study ......................................................................................... 6  
1.4 Objectives of the Study ..................................................................................... 6  
1.5 Research Questions ........................................................................................... 6  
1.6 Significance of the Study .................................................................................. 7  
1.7 Assumptions of the Study .................................................................................. 7  
1.8 Limitations of the Study ................................................................................... 7  
1.9 Delimitations of the Study ................................................................................ 8  
1.10 Theoretical Framework .................................................................................... 8  
1.11 Definitions of Key Terms as Used in the Study ............................................. 11  

## CHAPTER TWO: LITERATURE REVIEW ............................................................... 12  
2.1 Introduction ....................................................................................................... 12  
2.2 Administration of Curriculum and Instruction in Enhancing Pupils’ Mathematics Performance ......................................................................................... 12  
2.3 Administration of Teacher Personnel in Enhancing Pupils’ Mathematics Performance ......................................................................................... 16  
2.4 Administration of Student Personnel in Enhancing Pupils’ Mathematics Performance ......................................................................................... 19
CHAPTER THREE: STUDY METHODOLOGY

3.1 Introduction
3.2 Research Design
3.3 Study Locale
3.4 Target Population
3.5 Sample and Sampling Techniques
3.6 Research Instruments
  3.6.1 Questionnaires
    3.6.1.1 Questionnaire for Head teachers
    3.6.1.2 Questionnaire for Mathematics Teachers
    3.6.1.3 Questionnaire for Pupils
3.7 Piloting of Research Instruments
  3.7.1 Validity of Research Instruments
  3.7.2 Reliability of Research Instruments
3.8 Data Collection Procedure
3.9 Data Analysis Presentation

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction
4.2 Background Information
  4.2.1 Distribution of participants by gender
  4.2.2 Highest education Level
  4.2.3 Length of working in the current station of the respondents
4.3 Administration of Curriculum and Instruction
  4.3.1 Respondents’ rating of the headteachers’ role in administration of curriculum and instruction
4.3.2 Extent to which the head teacher's role in administration of curriculum and instruction affects pupils' performance in mathematics..............36

4.3.3 Respondents' level of agreement on statements relating to the head teachers' administration of curriculum and instruction .........................38

4.4 Administration of teacher personnel .................................................................41

4.4.1 Respondents' rating of the head teacher's role in administration of teacher personnel.................................................................41

4.4.2 Extent to which head teacher's role in administration of teacher personnel affects pupils' performance in mathematics as indicated by the respondents.................................................................43

4.4.3 Respondents' level of agreement with statements on head teachers' role in administration of teacher personnel ........................................45

4.5 Administration of student personnel .................................................................49

4.5.1 Respondents' rating of the head teacher's role in administration of student personnel.................................................................49

4.5.2 Extent to which head teacher's role in administration of student personnel affects pupils' performance in mathematics ......................50

4.5.3 Respondents' level of agreement with statements on head teachers' role in administration of student personnel ........................................52

4.6 Administration of Teaching and Learning Resources ........................................55

4.6.1 Respondents' rating of the headteachers' role in administration of teaching and learning resources .................................................................56

4.6.2 Extent to which the head teacher's role in administration of teaching and learning resources affects pupils' performance in mathematics ............57

4.6.3 Respondents' level of agreement on statements relating to the head teachers' administration of teaching and learning resources .........59

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS ..................................................................................................................63

5.1 Introduction........................................................................................................63

5.2 Summary of findings..........................................................................................63

5.2.1 Headteachers' administration of curriculum and instruction .................63

5.2.2 Headteachers' administration of teacher personnel ...............................64
5.2.3 Headteachers' administration of student personnel ..................................65
5.2.4 Headteachers' administration of teaching and learning resources ........66
5.3 Conclusion ....................................................................................................68
5.3.1 Headteachers' administration of curriculum and instruction ...............68
5.3.2 Headteachers' administration of teacher personnel ..............................68
5.3.3 Headteachers' administration of student personnel ..............................69
5.3.4 Headteachers' administration of teaching and learning resources ..........69
5.4 Recommendations ....................................................................................70
5.4.1 Areas of further studies ........................................................................71

REFERENCES ....................................................................................................72

APPENDICES ....................................................................................................76
APPENDIX I: QUESTIONNAIRE FOR HEAD TEACHERS ...............................76
APPENDIX II: QUESTIONNAIRE FOR MATHEMATICS TEACHERS .......81
APPENDIX III: BUDGET FOR THE STUDY ...................................................86
APPENDIX IV: TIME FRAME FOR THE STUDY ............................................87
LIST OF TABLES

Table 1.1: KCPE Mean Standard Scores in mathematics ................................................. 4
Table 3.1: Population and Sample ................................................................................. 26
Table 4.1: Distribution of participants by gender ......................................................... 32
Table 4.2: The extent to which head teacher’s role in administration of curriculum and instruction affects pupils’ performance in mathematics .................................................................................................................. 36
Table 4.3: Respondents’ level of agreement with statements on headteachers’ roles in administration of curriculum and instruction .................................................. 39
Figure 4.4: Respondents’ rating of the head teacher’s role in administration of teacher personnel .................................................................................................................. 42
Table 4.4: Extent to which head teacher’s role in administration of teacher personnel affects pupils’ performance in mathematics as indicated by the respondents .................................................................................. 43
Table 4.5: Respondents level of agreement with statements on head teachers’ administration of teacher personnel ................................................................. 46
Table 4.6: Extent to which head teacher’s role in administration of student personnel affects pupils’ performance in mathematics ........................................ 51
Table 4.7: Respondents level of agreement with statements on head teachers’ administration of student personnel ................................................................. 53
Table 4.8: The extent to which head teacher’s role in administration of teaching and learning resources affects pupils’ performance in mathematics ............................................................................................................. 58
Table 4.9: Respondents’ level of agreement with statements on headteachers’ roles in administration of teaching and learning resources .................. 60
LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study ............................................. 10
Figure 4.1: Highest education level of the respondents ................................. 33
Figure 4.2: Length of working in the current station of the respondents ............. 34
Figure 4.3: Respondents’ rating of the head teacher’s role in administration of curriculum and instruction ................................................................. 35
Figure 4.4: Respondents’ rating of the head teacher’s role in administration of teacher personnel ................................................................................. 42
Figure 4.5: Respondents’ rating of the head teacher’s role in administration of student personnel ................................................................................. 49
Figure 4.6: Respondents’ rating of the head teacher’s role in administration of teaching and learning resources ......................................................... 56
ABBREVIATIONS AND ACRONYMS

FPE    Free Primary Education
GPA    General Purpose Account in Primary school to procure items like material and improvement of infrastructure
KCPE   Kenya Certificate of Primary Education
DEO    District Education Officer
NAC    National Assessment Centre for monitoring education achievements.
NCST   National Council Science and Technology
OECD   Organization for Economic Co-operation and Development
SIMBA  School Instructional Management Book Account in Primary Schools.
TSC    Teachers Service Commission
NGO    Non Governmental Organization
UPE    Universal primary education
SIIP   School infrastructure improvement programme
GPA    General Purpose Account
MOEST  Ministry of Education Science and Technology
INSET  In Service Education Training
MPET   Master Plan on Education and Training
ABSTRACT

This study set out to establish headteachers' roles in enhancing pupils' performance in mathematics in public primary schools in Thika West District, Kiambu County. Despite the effort made by the government to provide teaching and learning resources, trained and qualified personnel to public primary schools poor performance in mathematics is still prevalent in most public primary schools. Specific objectives of the study aimed to find out: the role of headteachers in curriculum and instruction; the role of the headteachers in teacher and pupil personnel administration; and to determine the role played by the head teacher in the management of teaching and learning resources all aimed at enhancing pupils' performance in mathematics. The study used descriptive research design. The target population of the study was 127 public primary schools in Thika West District, Kiambu County. The study sample size was 22 head teachers and 22 mathematics teachers. Purposive sampling technique was used to select head teachers and teachers. The questionnaires were used to collect data from headteachers, teachers and pupils. The questionnaires were validated by input from research experts. Reliability was determined through split half method after being pre-tested in one purposively selected school. Data analysis was performed using SPSS. Descriptive statistics such as mode, frequency and percentages were used to analyze quantitative data. Content analysis was applied in the analysis of qualitative data. The researcher has presented the data using graphs, pie charts and tables. The study established that teachers did not complete the syllabus in time, there lacked sufficient supervision of teachers' work by the headteachers, majority of the teachers were incompetent, teachers did not use a variety of learning materials, equipments and display items in the classroom while teaching, pupils' participation in co-curricular activities and in remedial classes positively affected their performance in mathematics and majority of the schools lacked necessary teaching and learning resources. Thus, the study concludes that headteachers played crucial roles in administration of curriculum and instruction, in teacher and student personnel management and in the administration of the school's teaching and learning resources. The study recommends that the Ministry of Education should train head teachers on the national education policies touching on curriculum implementation to ensure their effective execution of the curriculum programmes. The head teachers should work together with the Ministry of Education to ensure that staff are inducted and retrained to acquire relevant skills, attitudes, values and abilities. Further, the head teachers should adopt a collaborative leadership style that allows the participation of teachers in decision making. The head teachers in their role of administration of student personnel should devise a comprehensive integrated system that encompasses effective students learning, an open door policy which is students oriented, students' participation in co-curricular activities and delegation of some administration tasks to the students. The government should allocate more financial resources to the education sector in order to ensure that all public primary schools have all the necessary teaching and learning resources.
CHAPTER ONE

INTRODUCTION

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions that will guide this study, the significance of the study, the assumptions of the study, the limitations and delimitations of the study, the theoretical and the conceptual frameworks of the study.

1.1 Background of the Study

Globalization has not only increased competition in world economies but also within and between the education systems. According to Springer (2006), policies and strategies that drive educational reforms, have been adjusted to the new realities by creating structures in education system, that allow assessing, comparing and rank-ordering, national and regional performance. Performance standards, are expected level of student competency in a given assessment area as defined by the content standards. The expectations are articulated in the content standard, outline the knowledge, skills and abilities of all students in subject area. States spend more attention and resources on performance and yet poor performance in mathematics is still prevalent in most public primary schools (Pollirt & Bouckaert, 2000). Schools and universities, local governmental organization and international non-governmental organizations (NGO) such as World Bank are involved in producing data and information on performance results and if possible, positive and negative impacts on performance are experienced (Power, 2000).
Education quality has recently received a lot of attention in Kenya. The government established National Assessment Centre to monitor learning achievement in 2010 (NAC, 2010). This was in hope that it will fill the gap of quality education, which has been denied to pupils since quantitative increase in enrolment in achievement of universal primary education (UPE). Okumbe (2008) asserts that the product of a school is judged by the way its past students perform in the society. Yet, Maraga (1993) pointed out that general performance in education is still wanting. The students are not doing well. This is because they do not get access to quality education as good performance is necessary for selection and placement of students in institutions of higher learning and for jobs in various firms and organizations (Bakhda, 2004). The Sessional paper No. 1 of 2005 policy framework for education, training and research stress that in order to meet the demand of 21st century, education and training programmes must be of highest quality to compete favorably with the international performance standards. Hence head teachers have the key role in the administration of the curriculum and instruction, teachers, students and teaching and learning resources in order to achieve this realization. The performance of an institution is appraised against the person who leads it. Thus, the head teacher should establish the academic requirements of the school and keep abreast of the latest change and development, plan curriculum strategies with staff, plan and execute a time table and manage the teaching staff.

The quality of education is measured by student achievement in national examination, which has been considered as below average standard by Ongiri and Abdi (2004). This fact concurs with what the Government of Kenya noted in its Master Plan on
Education and Training (MPET) 1997-2010, that the majority of schools fall short of providing for the learning needs of their students, which lead to poor academic performance in national examinations (Republic of Kenya 1998). Poor and good performance in Education can be attributed by various factors which may be categorized into administration, teachers' characteristics, school based factors, instructional methods and learners' characteristic (Eshiwani, 1982).

Despite the effort made by the Government of Kenya, by introducing FPE in January, 2003 and providing funds through both school instructional management Book Account (SIMBA) and general Purpose Account (GPA) for procuring needs based on instructional materials and improving some infrastructures so as to raise the quality of education, poor performance in mathematics at national examination (KCPE) is still prevalent in most public primary schools. The Kenya Government has also invested substantial amount of financial and human resources directed towards INSET programmes for primary school teachers, school infrastructure improvement programme (SIIP) in an effort to improve pupils' performance in various subjects like mathematics (MoEST, 2010).

Day et al (2002) revealed that powerful impact of leadership process is related to school effectiveness and improvement. Essentially, schools that are effective and have capacity to improve are led by headteachers who make significant and measurable contribution to effectiveness of their staff. Table 1.1 shows mathematics Mean Standard Scores (MSS) in KCPE in public primary schools in Thika West District. A, B, C and D (Table 1.1) represents performance in mathematics of specific schools in
Thika West District, Kiambu County. According to table 1.1 below, the KCPE Mean Standard Scores in mathematics for public primary schools in Thika West District has been below average over the last five years. The poor performance in mathematics brings to the fore the need for the establishment of the roles played by head teachers in enhancing pupils’ performance in mathematics in public primary schools.

Table 1.1: KCPE Mean Standard Scores in mathematics

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S.S</td>
<td>42.47</td>
<td>48.34</td>
<td>49.18</td>
<td>49.45</td>
<td>50.15</td>
</tr>
</tbody>
</table>

Source: Kenya National Examination Council (KNEC, 2009-2013)

Winter (2006) asserts that, public schools are thought to have more resources, teachers and administrators who are typically required to have a certain level of training and professional certification. It is the role of the head teacher to bring together human and material resources to attain organizational goals and objectives (Nyongesa, 2007). If then, head teachers play their role adequately in managing these factors; we might expect that all public primary schools could perform relatively well in mathematics. On the contrary, low performance in mathematics is the order of the day in most public primary schools. Therefore, it is necessary to carry out studies in every region to find out the role headteachers play in enhancing pupils’ performance in mathematics.
1.2 Statement of the Problem

Head teachers have the key role in the administration of the curriculum and instruction, teachers, students and teaching and learning resources in order to achieve high performance in national examinations. The performance of an institution is appraised against the person who leads it. Thus, the head teacher should establish the academic requirements of the school and keep abreast of the latest change and development, plan curriculum strategies with the staff as well as plan and execute a time table and manage the teaching staff. According to Ongiri and Abdi (2004) the quality of education in Kenya as measured by student achievement in national examination, has been below average in majority of public primary schools. The government of Kenya has provided public primary schools with qualified headteachers, teachers and teaching/learning materials through FPE, yet the performance in mathematics among public primary schools remains largely poor. Poor and good performance in Education can be attributed to various factors which may be categorized into administration, teachers’ characteristics, school based factors, instructional methods and learners’ characteristic (Eshiwani, 1982). It is the role of the head teacher to bring together human and material resources to attain organizational goals and objectives (Winter, 2006). Hence, if the head teachers play their roles adequately in managing these factors; we might expect that all public primary schools could perform relatively well in mathematics. On the contrary, low performance in mathematics is the order of the day in most public primary schools (Nyongesa, 2007). The poor performance in mathematics has negatively impacted on the overall national examination (KCPE) outcome of Thika West District for the period between 2009 and 2013.
1.3 **Purpose of the Study**

The purpose of this study was to establish the roles played by headteachers in enhancing pupils’ performance in mathematics in public primary schools.

1.4 **Objectives of the Study**

This study was guided by the following specific objectives. To:

i) find out the role of the headteachers in administration of curriculum and instruction aimed at enhancing pupils’ performance in mathematics

ii) investigate the head teachers’ role in administration of teacher personnel aimed at enhancing pupils’ performance in mathematics

iii) investigate the head teachers’ role in administration of student personnel aimed at enhancing pupils’ performance in mathematics

iv) establish head teachers’ role in administration of teaching and learning resources aimed at enhancing pupils’ performance in mathematics.

1.5 **Research Questions**

The study sought to answer the following research questions:

i) To what extent do headteachers enhance pupils’ performance in mathematics through administering curriculum and instruction in public primary schools?

ii) To what extent do headteachers enhance pupils’ performance in mathematics through the administration of teacher personnel in public primary schools?

iii) To what extent do headteachers enhance pupils’ performance in Mathematics through the administration of pupils’ personnel in public primary schools?

iv) To what extent do headteachers enhance pupils’ performance in mathematics through the provision of teaching and learning resources in public primary schools?
1.6 Significance of the Study

The results of this study will be useful to all stakeholders in education including MoEST, mathematics teachers, training institutions, PTA, school committee, District Education Board (DEB) and the District Education Officer (DEO). They will use the findings to improve performance in mathematics in public primary schools. Head teachers and teachers will utilize the findings of the study to correct the situation in their individual schools. The findings will also be useful to researchers and scholars since it may form a basis for further research.

1.7 Assumptions of the Study

The assumptions of the study were:

i) Students in sampled schools learnt under similar conditions.

ii) All respondents would be co-operative and provide correct information.

iii) The public primary schools under study had teachers who were deployed by the government and had the required academic and professional qualifications for teaching public primary schools.

1.8 Limitations of the Study

The descriptive research design had inherent limitation. These limitations included the risk of non-response rate. The study conducted using descriptive research design was conducted on the basis of voluntary participation. The respondents being busy with their work were not willing to participate in giving the information being sought. Where respondents were not fully informed and motivated to give information, cross-sectional designs may be underproductive.
The study was further limited by the lack of co-operation from the study respondents. This is owing to their busy work schedule when the researcher sought clarification on the information from them. The study was also limited by the short time frame in which it was conducted. The variables of the study were many and required a lot of time to collect the data from the selected firms. The short time that the study was carried out required the researcher work for long hours to meet the deadline.

1.9 Delimitations of the Study

The study was limited to the headteachers, teachers and pupils of public primary schools in Thika West District. In addition, it was impossible to get views from all headteachers, mathematic teachers and all pupils because of their large number. Thus the researcher used a representative sample.

1.10 Theoretical Framework

The study was guided by transformational theory. Bass (1985) proposed the transformational theory of leadership, which belongs to the contingency school of thought. It describes the leader’s involvement in changing the attitude of the workers in order to increase their commitment in the organization. This school of thought pays more attention to relationship at work that is intimately connected with the actual style and attitude of the leader. The leader should show sympathy towards the workers, exercise proper participation through provision of necessary teaching and learning resources.
The workers in turn would perceive him/her from an inspirational angle with loyalty
and enthusiasm. The leaders’ personal quality is to persuade and influence their staff
into working towards the set goals of the organization. They use their skills,
knowledge, principles, integrity and trust in transforming all those around them. The
headteachers are also effective depending on the workers situations, that it does the
situation warrant room for personal qualities of the teachers such as benevolence,
participation and exercising self-control. If it is favorable, then they will appraise
emotional and spiritual as well as the physical and mental aspects of both the
headteacher and workers. They use the information on behalf of the workers
background to manipulate their thinking.

The leader should also be accepted by the workers. It is from the trust and confidence;
workers have in the leader that lead to them accepting him/her. This results in the
leader’s self actualization and recognition of one’s own dependence and on others.
The leader is also able to satisfy the employee’s needs that is both group and
individual needs accordingly whereby at times, he/she has no balance between the
task need, and individual needs.

Workers trust in a leader who exhibits their competence and effectiveness and results.
This makes the workers gain confidence and trust in the leader. This theory, the leader
displays many techniques in transforming the workers for example direct and intimate
communication with workers, exhibits a friendly and face to face interaction with
workers. Also listens to them and provides solutions to their problems or involve
them in problem solving methods. The transformational leader also uses the workers
high level of enthusiasm and commitment towards achieving the goal by showing
concern and believes in the workers unseen potentials, interaction with them and seeking help on behalf of the whole group. Therefore, the transformational theory relies much on the relationship cultivated by the leader among the workers in working towards the set goals of the organization through their commitment and enthusiasm. The theory thus shows that a headteacher (leader) cannot be effective cooperation of the teachers (workers) behind him and is upon him/her self to get their commitment and confidence through the outlined tactics of the transformational theory and hence improve on students’ performance in mathematics.

Figure 1.1: Conceptual Framework of the Study

- Proper administration skills.
- Good managerial skills
- Effective curriculum supervision
- Cordial relationship with teachers and pupils.

HEADTEACHER

- Effective curriculum and instruction.
- Adequate teaching and learning resources.
- Effective teaching personnel.
- Cordial teacher/pupil relationship.

Excellence performance

Poor performance

- Ineffective administration skills.
- Ineffective managerial skills
- Ineffective curriculum supervision
- Poor relationship with teachers and pupils.

- Ineffective curriculum and instruction.
- Inadequate teaching and learning resources.
- Ineffective teaching personnel.
- Poor teacher/pupil relationship

Relationship of between Head teachers’ roles and mathematics performance

Source: Researcher
The independent variables will be based on the role the headteacher plays in enhancing performance versus the dependent variables that will include; teacher’s academic and professional qualifications; commitment, the students’ discipline and individual characteristics, teaching and learning resources on how they have an impact on performance in mathematics. The headteacher acts as a bridge between all the stakeholders and pupils’ academic performance. The headteachers role such as initiative structure, participatory management structure, educational qualification and category status of the school determines how the headteacher relates to all the stakeholders. This may affect the pupil’s performance in mathematics directly or indirectly.

1.11 Definitions of Key Terms as Used in the Study

**Performance** - Refers to the student scores in an examination such as mean scores in mathematics.

**Resources** – Refer to school items such as desks, chairs, classroom, toilets, ball, etc

**Satisfactory performance** - Refers to the student performance being above average

**School curriculum** – Refers to the course of study followed in schools, that is, from class one to eight in primary schools.
2.1 Introduction

This study sought to establish the roles headteachers play in administration for the purpose of enhancing pupils’ performance in mathematics. The review of literature pertinent to the study focused on: administration of curriculum and instruction in enhancing pupils’ performance in mathematics, administration of teacher personnel in enhancing pupils’ performance in mathematics, administration of pupil personnel in enhancing pupils’ performance in mathematics and the management of teaching and learning resources in enhancing pupils’ performance in mathematics.

2.2 Administration of Curriculum and Instruction in Enhancing Pupils’ Mathematics Performance

The desire to excel has been there since the formal education was introduced to Kenya by Missionaries. The Frazer report of 1909 recommended the stratified education system for Europeans, Arabs, Asians and Africans. Kenya adopted the stratified education system which had implications of equity and demand for education, disparities in education opportunities between the wealthy few and the poor majority was widening. Africans wanted a quality education like that of the Europeans at the dawn of independence. Quality education called upon good management and leadership in education sphere.

Good performance in mathematics is relatively equated to good administration. (Eshiwani, 1988) points out that schools which consistently perform well tend to have sound and efficient administrators. Durgnan (1986) concurs with Eshiwani and adds
that, school administration is a crucial factor in the success of a school. Levacic (1988) asserts that effectiveness is a measuring tool between educational objectives, the head teacher will establish clear educational vision and share institutional mission with school human resource, knowing how well to accomplish the mission by identifying areas of improvement, developing plans for effective implementation of the curriculum.

According to Daily Nation (30/12/11) pg 10, Odinga the then Prime Minister of the Republic of Kenya, noted that Kathigira B public primary school in Meru district and Nyabondo public primary school in Kisumu respectively emerged top among public primary schools. Odinga argued that, the performance of the two institutions showed good management and public schools can perform better in education. Blame for poor performance shift to headteachers as Kiharu Member of Parliament (M.P) and Murang’a District Commission (D.C) (2011) concurred that teachers fail to complete syllabus, because headteachers do not supervise them. If the school performs well credit goes to the headteacher who interprets national policies and executes curriculum programmes. According to Olembo et al (1992), instructional improvements can be exemplified by up to date instructional resources, better performance in examinations, and the physical development of staff as well as sufficient number of qualified staff. Thus the head teacher should modify, adapt or change the existing curricula to suit the changing needs of a school. Olembo and his colleagues further assert that the head teacher is responsible for outlining curriculum content, translating curriculum objectives into activities and selecting appropriate instructional materials and building a time table. To achieve this, thus the head teacher should manage the classroom effectively by maintaining discipline, enhancing
teacher-pupil relationship, supervising teaching and learning activities and keeping the pupil records. In addition the head teacher needs to determine the size and composition of class, allocating material and resource, supervising and evaluating pupils’ progress.

Mathematics has been recognized as one of the science subjects which is very vital in peoples life may it in science technology, business and any other walk of life. Therefore the head teacher as an instructional leader should emphasizes academic issues, such as curriculum, teacher training and effectiveness students’ evaluation. Dufour (2002) assert that effectiveness of a principals as instructional leader increases when emphasizes shifts from what teachers are teaching to what students are learning. Several researchers have noted that positive school effects are associated with the head teacher’s involvement in posturing closer relationship between the school, parents and community (Andrew and Soder 1987; Colton 2003; Neuman , 2000; Rossow & Warner, 2000; Sebring Bryk, 2000). Scott and Webber (2008) pointed the varied responsibility of head teachers in Western nations, including instructional leadership, financial management, policy development, decision making, staff mediation, negotiation, and marketing the school, among other roles. Dempster and Berry (2003) asserts that there is need for head teachers in Australia together appropriate professional programmes so they can cope with Plethora of changes occurring in school-of that county. They also mentioned the important aspect of initial training for teachers through undergraduate programmes that do not necessarily prepare teachers to become leaders even through the same teachers form the pool from which school leaders are appointed.
The primary school management (PRISM) project was implemented using a cascade mode of training delivery which gave an opportunity to 16,700 headteachers in Kenya to participate in school management (Crossley et al; 2005). Therefore headteachers are ultimately responsible for the smooth running of the school, the academic achievement of the pupils and management of its staff Smith (2006). Also, it is the responsibility of the headteacher to provide leadership and management for the curriculum areas creating the vision and make the vision leading their development of appropriate policy such as employment of appropriate staff, faculty development management of finances and allocation of time to curriculum subject area which enhances performance Malver (1999).

Various research studies have been done to determine the factors that contribute to student and school performance. The quality of an administrator in a school matters, Eshiwani (1993) noted that administrator and teachers characteristics have an impact on performance. According to the researcher the real challenge facing most schools is no longer how to improve performance but how to sustain improvement. Sustainability will depend upon the schools’ internal capacity to maintain and support development work and to sustain improvement; it requires creating a climate of high expectations for staff and collaborative leadership and building commitment among students and staff to the school goals.
2.3 Administration of Teacher Personnel in Enhancing Pupils’ Mathematics Performance

The qualities that are expected of a school head teacher includes, setting an atmosphere of order, creating a climate of high expectations for staff and collaborative leadership and building commitment among students and staff to the school goal. The quality of the administrator in school matters, Eshiwani (1993) noted that administrator and teachers characteristics have an impact on performance. The real challenge facing most schools is no longer how to improve but more importantly, is how to sustain improvement. Sustainability will depend upon the school’s internal capacity to maintain and support development work; it requires the leadership capability of many rather than the few. Collective teacher efficacy is the most important intervening variable between administrator and teacher work and then students’ outcome. Essentially, schools that are effective and have capacity to improve are led by head teachers who make significant and measurable contribution to effectiveness of their staff.

Mworia (1993) points out that the school head teacher and staff must always keep the ministry of education, DEB, Committee members and general public full informed of the policies, programmes and the school state of affairs at a given time of the year. The head teacher should see to it that staff is inducted and retrained as teachers are supposed to be equipped with relevant skills, attitudes values and abilities to identify and deliver the educational needs of the child. In addition, head teachers must identify the most competent teachers with a specific knowledge, skills and abilities to account for higher performance (Raph, 2005).
The increased attention to performance assessment in public sectors, coincidences the rise of the role of administration in enhancing performance reforms (Power, 2000). The need to improve the quality of teaching in schools is a source of public debate in many countries throughout the world. In attempting to do this, some governments have introduced new forms of initial teachers training, the regular appraisal of established teachers, lists of teacher competencies and statement about what should be taught and how. Thus, a head teacher should ensure that teachers’ instructional strategies in mathematics underlie the effective management of learning, which results to high performance.

According to liberal theory low achievers if given time and more stimulating environment will improve the learners’ intelligence. Therefore, head teachers should see to it that teachers use variety of learning materials, equipments and display them in a spaced classroom. The physical texture and visual variety of classroom will contribute to instructional variety which influences achievement and test performance (Walqui, 2000). According to Belair and Freeman (2000), administrators and teachers have a duty to create learning space in which children are protected from any harm and elimination of any threatening scenarios. The national committee on educational objectives and policies (1976) points out that qualitative attributes of the teacher is one of paramount factor in determining the quality of education on which intellectual development of the child is based. It is thus the role of the head teacher to ensure teacher characteristics, such as teacher certification and experience, teacher training, teacher-pupil ratio, professional commitment and transfer, which contribute to learners’ performance are to standard.
Alexander (2002) noted that instructors develop a teaching style based on their beliefs about what constitutes good teaching, personal preferences, their abilities and the names of their particular discipline. Thus a discreet teacher will employ team work as a working strategy. Team work earns schools excellent results in examination results. Olwanda (2011) noted that parents and the school worked closely which motivated the teachers to high performance. Therefore a head teacher should be a good team player, open minded and able to think broadly for successful performance. The head teacher should thus act as the public relation officer for the local community thus his communication skills should be excellent. He/she should be the role model for all those who work with him/her.

Patterson and Patterson (2004) defines a head teacher as someone who works with colleagues for improving teaching and learning whether formal or informal. O’Hair and Rietzig (1997) agree that teacher leaders exhibit common qualities for example they perform consistently on professionals learning curve, demonstrate expertise, share that knowledge with teachers and mentor new teachers. Thus teachers work with administration under shared leadership to create a school environment more conducive to academic achievement performance. Wayne (2004), Duke (2004) and Sledge, Morehead and Powers (2007) add that shared decision making and community building often strengthens the role of teachers. Empowered teachers often become leaders and their contributions can yield positive change within the school.

Ingersoll (2007) reported that 60% of the teachers who leave their jobs indicated dissatisfaction with working conditions as their primary reasons. Results from that
study suggest that lack of opportunities for input in decision making process, as well as lack of support from administration are among the main reasons teachers leave the profession. Although poor performance in mathematics exists at all levels, improvement is urged at all levels where learners develop their basic attitude and approaches to learning. Improving the performance in mathematics for pupils in primary schools is a pre-requisite for developing the human resource bases required to meet changing technology demands of the 21st century. Therefore avenues for improving leading achievement in mathematics should be reviewed taking into account the preparation of both cost and effectiveness. Issues looked at include; improving the curriculum, providing learning materials, time for learning and effective teaching. Improving the preparation and motivation of teachers in consideration with reference to their general academic background and pedagogical skills development would enhance students' performance. The managerial should have strategies for addressing weakness in their institutions.

2.4 Administration of Student Personnel in Enhancing Pupils' Mathematics Performance

Head teachers oversee and manage a coordinated and multi-disciplinary approach for the school to support the well being of students. School environment factors such as school size, community and the relationship between teachers, parents and students influences education achievement (Crosnoe, Johnson and Elder, 2004). According to Baron, Coley, and Wenglinsky (1998) reported that schools with students reporting more frequent use of severe punishment also had lower student-reported percentages of offenses, and that lower ratings of student-reported offenses were positively related
to measured academic achievement gains. James Coleman's multiple role theory point that extra-curricular activities provide additional, complimentary roles for the students that benefits students academically, because the added role athlete, for example increase self esteem and overall participation /interest in school, which can boost grades (Hunt, 2005). The head teacher should therefore support co curricular activities in their schools. The leading crowd theory hypothesizes that participatory activities outside classroom raise ones status and creates bonds with teachers and therefore raises/enhances academic performance. The head teacher should thus organize sport activities that bond teachers and students.

Raju (1973) noted that the administrative role of the head teacher involved, directing, controlling and management of all matters pertaining to education enhancement in school. This implies that all the activities done in the school are performed on behalf of the head teacher. The head teacher has to work with teachers, pupils, parents and stakeholders for a common goal that is to improve students’ performance (Lashway, 2003). It is the duty of the head teacher to explore and understand the needs of the students. He/she should spend time with children in order to know them better. Also children should be helped to tackle their social and personal problems; they should not be condemned or battled with. These practices on students therefore enhance good performance in all subjects.

According to Duke (2004) students develop leadership qualities through the various duties assigned to them. Head teachers should therefore involve students in administration tasks. The aim and objectives should be realistic and practical such that
the student leaders are able to implement them. Thus when the students are disciplined and their academic performance is said to be above normal, the school is said to be effective and the administrator good. Banerjee et al (2005) conducted a randomized experiment study in India and found that being in a remedial program where student receive tutoring after school significantly increasing the student performance especially in the weak subjects like mathematics. Various studies also discuss parental school choice and the impact school type influence achievement of students. It is the role of the head teacher to ensure that students are engaged in remedial activities and that their school becomes a school of choice.

2.5 Administration of Teaching and Learning Resources in Enhancing Pupils' Mathematics Performance

The quality of education offered in a school is determined by the level of materials input allocated to the school and the efficiency with which these materials are organized and managed to match with teaching approaches applied by the teachers to raise the students' achievement. Therefore teachers plan lesson so that learners should spend about 75% of their time engaged in active responding. Also design practice activities to elicit correct responses of the time. Learners acquire basic facts and skills faster when their opportunities for practice result in high rates of success (Huffman, 2005).

The improvement of the head teachers' professionalism, leadership style, management of resources, development of resources and parent – school cooperation, leads to high performance in education. The adequacy and use of teaching and learning resources affects the effectiveness of a teacher's lesson. Teaching and
learning resources enhances understanding of abstract ideas and improves performance in mathematics. Bakhda (2004). Proper use of the school plant determines the efficiency of school administration which is determined by the degree to which the school is managed. Kathuri's 1984 research reveals that schools resources including textbooks availability are not significantly related to performance. However, he summarizes his work by saying that teaching resources may not be significant in totality but very critical in some situation and subjects. Also, a number of researchers have approached the question of performance from the pupils' socio-economic background and have barely touched on school quality factors such as the leadership styles of the headteachers. This study therefore attempted to investigate the roles played by headteachers in enhancing pupil's performance in public primary schools.

2.6 Summary of the Literature Review

The representative studies reviewed here focused mainly on head teachers' roles in administration vis a vis the school performance. Observation techniques, focused interviews, questionnaires, and document analysis were the most commonly used methods in these studies. Results of these studies showed variations in the process of administration by different head teachers and in different schools. In most of the cases, a number of problems and issues had been reported to influence the process of administration and its effect on performance.

Specifically research investigating the roles head teachers played in administration to enhance performance in mathematics reported variety of situational factors such as physical setting of schools, availability of resources and facilities, access to existing
and emerging technologies, physical aspects of the classroom environment, allocation and use of time, pressure of exams, textbooks, some teacher characteristics such as age, sex, years of teaching experience and educational background, some specific personal traits of teachers such as enthusiasm, preparedness, effectiveness in maintaining student attention, knowledge of mathematics and pedagogy, beliefs, perceptions, attitudes, expectancies and priorities, teacher responses and action in the classroom, teacher – student interactions, student behavior and performance in the classroom, planning and evaluation as influencing school performance. The findings and suggestions made in the studies reviewed here guided this study in identifying the major points of focus and determining an appropriate means to collect data about the most effective administration process in order to enhance performance of pupils in mathematics. Similar to the other studies investigating administration, this study focused on the head teachers and their roles in schools.
CHAPTER THREE
STUDY METHODOLOGY

3.1 Introduction
This chapter presents; research design, research location, target population, sample and sampling procedures, research instruments, piloting of research instruments, data collection procedure and data analysis plan.

3.2 Research Design
The study attempted to establish the role played by the headteachers in enhancing pupil’s performance in mathematics in public primary schools in Thika West District. The research design adopted for the study was descriptive research design. The design enabled the researcher to gather data from a large population on the study area. Descriptive design research was intended to produce statistical information answering questions concerning the current status of the study after collecting data. When studying a large area, it generalizes results from a sample of a population so that inferences can be made about some characteristics attitudes or behavior of the population.

The design is useful when collecting information about people’s attitudes, opinions habits or any of the variety of education or social issues. Descriptive design therefore helped the researcher to obtain information concerning factors to assess the opinions of headteachers, teachers and pupils. This is in agreement with Mugenda and Mugenda (1999), who assert that descriptive research design is used to gather information for the purpose of describing characteristics of the group often using survey method with questionnaires. Creswell (2009) also points out that descriptive
research gives a vivid account showing relationships between factors allowing conclusions and recommendations to be drawn.

3.3 Study Locale

The locale of the study was Thika West District. Thika is one of the districts in Kiambu County. The district is endowed with red volcanic soil that is highly suitable for growing coffee and other suitable crops such as maize, beans, fruits and floriculture. Thika district started as a small resting town for Kikuyu and Kamba traders. White settlers then made it train stop for their agricultural produce in 1910. The district has tremendously developed into an industrial and agricultural centre. The geographical location was chosen because the district has been recording poor performance in mathematics. The researcher’s familiarity in addition with accessibility is in agreement with Orodho (2010), that an ideal setting for any study should be easily accessible to the researcher.

3.4 Target Population

The target population of this study comprised of 127 public primary schools, 127 head teachers, 220 standard eight mathematics teachers and 1620 class eight pupils. The public schools were chosen for this study since they enjoy Free Primary Education funds and have qualified teachers yet their performance in mathematics continue to decline. The sample design of this study was mainly based on Kothari’s (2004) hypotheses. According to Kothari (2004) a sample of 10-30% of the target population is usually representative and generalizable. Therefore, the sample size for the study was 22 public primary schools out of a population of 127 public primary schools in
Thika West district were used. This was 17.3% of the population of 127 public primary schools.

Head teachers were involved in administration of teacher and student personnel, provision of resources, implementation of curriculum and instruction in schools. Teachers prepare necessary resources for teaching, get trained and in serviced and prepare students for examinations. The target population therefore was part and parcel of the people directly involved in enhancing pupils’ performance in mathematics in schools.

3.5 Sample and Sampling Techniques

According to Orodho and Kombo (2002), sampling is a process of collecting a number of individuals or objects from a population such that the selected groups contain elements representatives of the characteristics found in the entire group. The researcher targeted public primary schools in Thika West District. Mugenda and Mugenda (1994), suggest that 10 percent of the accessible population would be enough for descriptive surveys. The study sampled 22 schools. From the sampled schools all the headteachers were included in the study. The study used purposive sampling to select teachers from each school to participate in the study. The study therefore used 22 head teachers and 22 teachers.

Table 3.1: Population and Sample

<table>
<thead>
<tr>
<th>Items</th>
<th>Population (N)</th>
<th>Sample (N)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers</td>
<td>127</td>
<td>22</td>
<td>17.3%</td>
</tr>
<tr>
<td>Teachers</td>
<td>220</td>
<td>22</td>
<td>10%</td>
</tr>
</tbody>
</table>

Source: Researcher
3.6 Research Instruments

The researcher developed questionnaires for head teachers, mathematics teachers and students.

3.6.1 Questionnaires

The questionnaires were used to collect both quantitative and qualitative data. When constructing the questionnaires, the researcher included close ended structured, open ended and matrix questions. The researcher clarified by stating the questions positively, avoiding ambiguous questions and using simple understandable words. The researcher also organized the questions thematically for easy analysis. The identified respondents were to fill the required details in the developed questionnaires.

3.6.1.1 Questionnaire for Head teachers

The questionnaire consisted of two parts. Part A contained close ended questions. It collected personal data of the respondents. Part B collected pertinent information regarding issues in administration of curriculum and instruction, teacher and student personnel and teaching and learning resources. Some items were structured so as to seek information on teachers and student personnel. The last item was an open ended question seeking general information on the role of administration for better performance.

3.6.1.2 Questionnaire for Mathematics Teachers

The questionnaire consisted of two parts. Part A contained close ended questions. It collected personal data of the respondents. Part B collected pertinent information regarding issues on administration of curriculum and instruction, teacher and student
personnel and teaching and learning resources. It contained both structured and matrix questions. The last item was an open ended question seeking general information regarding the teaching and learning of mathematics.

3.6.1.3 Questionnaire for Pupils

The questionnaire consisted of two parts. Part A contained close ended questions. It collected personal data regarding the student’s gender and religion. Part B collected pertinent information regarding issues about administration of curriculum and instruction, teacher and student personnel and teaching and learning resources. The first and second item was matrix and sought information about physical and material resources, teacher and student personnel as well as instruction. The last two items were open ended questions seeking general information on challenges facing the school related to pupils' mathematics performance. Questionnaires were used in this study because according to Orodho (2010), they are appropriate for gathering large amounts of data from many respondents inexpensively and in good time.

3.7 Piloting of Research Instruments

The researcher before carrying out the pilot made her respondents in the pilot schools aware of the intended study. She then tried the instruments in one purposefully selected school for the purpose of ascertaining validity and reliability. At the end of the study, the school that was used for pilot was excluded from the list of the final sample to give methodology credibility. Mugenda and Mugenda (2008) say that 10-13% of the sample size can be used for piloting which is a representation of the reality of the whole sample. They further indicate that the sample for piloting should be excluded from the final sample during analysis. Piloting was necessary because
according to Mugenda and Mugenda (1999), it ensures validity, reliability, consistency and comprehensibility of research instruments.

3.7.1 Validity of Research Instruments

Validity refers to the degree to which an instrument measures what it is supposed to measure. Questionnaires were scrutinized by supervisors, research experts and colleagues. Through scholarly criticism, polished instruments were obtained. This is in agreement with Mugenda and Mugenda (1999), who recommend that research instruments can be validated through application of content validity analysis by expert judgment.

3.7.2 Reliability of Research Instruments

Reliability is the measure of the degree to which a research instrument yields consistent results after repeated measurements are taken of the same subject under similar conditions (Gay, 1992). Reliability of the instrument was tested using the test–retest method. The instruments were administered to the subjects selected for piloting. The following steps were followed in determining the reliability of the instrument using the retest method;

The developed questionnaires were given to pre-test group respondents not included in the study sample. The completed questionnaires were analyzed manually. The same questionnaire was given to the same respondents after a period of two weeks and the completed questionnaires were again scored manually. A comparison of answers made was analyzed from the respondents, A Pearson's Product Moment correlation coefficient was used to compute the correlation coefficient of 0.8.
3.8 Data Collection Procedure

Prior to embarking on collection of data, the researcher applied for authority from the National Commission for Science, Technology and Innovations (NACOSTI) to conduct the research. Once permission was granted, the researcher conducted a survey of the region. This was preceded by a formal call at District Education Office (DEO) to brief them about the intended research. The researcher then delivered the questionnaires in person to the head teachers of sampled schools, when schools were in session for easy accessibility and availability of the respondents. The questionnaires were personally given to the head teachers in envelopes in which to seal the completed questionnaires to ensure confidentiality. Delivery of questionnaires in person enabled the researcher to clarify issues and get feedback immediately. Ample time was given for the questionnaires to be filled. The researcher requested for the mobile numbers of head teachers so as to contact and find out whether the instruments had been filled for collection. Personal collection of questionnaires ensured high response rate of the respondents. The class teachers and the students, after filling the questionnaires returned them to the head teacher where the researcher collected them in person.

3.9 Data Analysis Presentation

Qualitative data was grouped into categories and analyzed thematically. The frequencies of the data obtained in relation to each objective of the study were recorded and percentages worked out. According to Mugenda and Mugenda (2008), organization descriptive statistics are used to analyze quantitative data. Quantitative data was analyzed using statistical package for social sciences (SPSS) computer programme. Findings were summarized and presented as percentages in tables and illustrative figures prepared for interpretation, conclusions and recommendations.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The results were presented on the role played by the head teachers in enhancing pupil's performance in mathematics in public primary schools in Thika West District. The study sought answers to the following research questions: To what extent do head teachers enhance pupils' performance in mathematics through administering curriculum and instruction in public primary schools? To what extent do head teachers enhance pupils' performance in mathematics through the administration of teacher personnel in public primary schools? To what extent do head teachers enhance pupils' performance in mathematics through the administration of pupils' personnel in public primary schools? To what extent do head teachers enhance pupils' performance in mathematics through the provision of teaching and learning resources in public primary schools? The chapter covers the demographic information and the findings based on the study objectives. The findings were then presented in tables, graphs and charts as appropriate with explanations being given in prose thereafter.

4.2 Background Information

The study sought to determine the background information about the respondents involved in the study. The background information points at the respondents' suitability in answering the questions on the role played by the head teachers in enhancing pupil's performance in mathematics in public primary schools in Thika West District.
4.2.1 Distribution of participants by gender

The study sought to establish the gender of the respondents. The findings are as shown in the table 4.1.

<table>
<thead>
<tr>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>Male</td>
<td>16</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
</tr>
</tbody>
</table>

The study established that the majority of the headteachers were male as shown by 72.7% while 27.3% were female. From the findings, majority of the teachers' were male as shown by 81.8% while 18.2% were female. This implies that majority of the study respondents were male.

4.2.2 Highest education Level

The study sought to establish the highest level of education of the headteachers and teachers and the findings are as shown in Figure 4.1.
The findings established that majority (91%) of the headteachers were Diploma holders while 9% had degrees. The findings also established that majority (68.2%) of the teachers were Diploma holders while 31.8% had degrees. This shows that majority of the headteachers and teachers lacked a sound academic background to effectively manage and instruct the primary schools' pupils in mathematics which negatively affected their performance in the subject.

4.2.3 Length of working in the current station of the respondents

The study sought to establish the length of time the headteachers and teachers had worked in their current stations and the findings are as shown in Figure 4.2.
Figure 4.2: Length of working in the current station of the respondents

The findings established that majority (86.5%) of the headteachers had worked in their current station for over 4 years, 9% had worked in their current station for 3-4 years while 4.5% had worked in their current station for 1-2 years. The findings also established that majority (68.3%) of the teachers had worked in their current station for over 4 years, 22.7% had worked in their current station for 3-4 years while 9% had worked in their current station for 1-2 years. This depicts that majority of the headteachers and teachers had worked in their current stations for a long time and thus understood their pupils’ performance in mathematics better.

4.3 Administration of Curriculum and Instruction

The first objective of the study was to establish the role of the headteachers in administration of curriculum and instruction aimed at enhancing pupils’ performance in mathematics. The findings are as presented in the subsequent sections.
4.3.1 Respondents' rating of the headteachers' role in administration of curriculum and instruction

The study sought to find out the respondents rating of the head teacher's role in administration of curriculum and instruction. The findings are as shown in figure 4.3.

![Figure 4.3: Respondents' rating of the head teacher's role in administration of curriculum and instruction](image)

From the study findings represented in the figure 4.3 above, majority (54.5%) of the teachers rated their head teacher's role in administration of curriculum and instruction as poor, 36.4% as average while 9.1% of the teachers rated their head teacher's role in administration of curriculum and instruction as excellent. The study findings also revealed that majority (59%) of the headteachers rated their role in administration of curriculum and instruction as average, 27.4% as poor while 13.6% of the headteachers rated their role in administration of curriculum and instruction as excellent. This shows that there was a general consensus between the teachers and the head teachers that the head teachers were not doing
very well regarding their role in administration of curriculum and instruction. Thus, the head teachers had not effectively managed their role of administration of curriculum and instruction.

The findings are in line with Eshiwani (1988) who noted that good performance in mathematics is relatively equated to good administration and also pointed out that schools which consistently perform well tend to have sound and efficient administrators.

4.3.2 Extent to which the head teacher’s role in administration of curriculum and instruction affects pupils’ performance in mathematics

The study sought to find out from the respondents the extent to which head teacher’s role in administration of curriculum and instruction significantly affected the performance of pupils in mathematics. The findings are as shown in table 4.2.

<table>
<thead>
<tr>
<th>Table 4.2: The extent to which head teacher’s role in administration of curriculum and instruction affects pupils’ performance in mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>To a very low extent</td>
</tr>
<tr>
<td>To a low extent</td>
</tr>
<tr>
<td>To a moderate extent</td>
</tr>
<tr>
<td>To a great extent</td>
</tr>
<tr>
<td>To a very great extent</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
On the evaluation of the extent to which head teacher's role in administration of curriculum and instruction affected the performance of pupils in mathematics, the study revealed that majority (54.5%) of the teachers indicated that head teacher's role in administration of curriculum and instruction affected pupils' performance in mathematics to a great extent, 31.8% to a very great extent, 9.1% to a moderate extent while 4.5% of the teachers indicated that head teacher's role in administration of curriculum and instruction affected pupils’ performance in mathematics to a low extent. The study also established that majority (63.6%) of the head teachers indicated that their role in administration of curriculum and instruction affected pupils’ performance in mathematics to a great extent, 27.4% to a very great extent while 4.5% of the head teachers indicated that their role in administration of curriculum and instruction affected pupils’ performance in mathematics to a moderate extent. This implies that majority of the teachers and head teachers were in agreement that the headteachers played a crucial role in the administration of the curriculum and instruction. Thus, effective administration of the curriculum and instruction by the head teachers manifested by their identification of areas of improvement, developing plans for effective implementation of the curriculum, supervising teachers to ensure complete syllabus coverage and their proper interpretation of national education policies to ensure effective execution of the curriculum programmes has a positive influence on the pupils’ performance.
The findings are in agreement with Durgnan (1986) who agreed with Eshiwani that effective school administration is a crucial factor in the success of a school. The findings also concur with the sentiments of Levacic (1988) who asserted that effectiveness is a measuring tool of educational objectives.

4.3.3 Respondents’ level of agreement on statements relating to the head teachers’ administration of curriculum and instruction

In order to further assess the influence of head teachers’ roles in enhancing pupils’ performance in mathematics in public primary schools, the respondents were requested to indicate their level of agreement on the extent to which a number of relevant statements on head teachers’ role in administration of curriculum and instruction are reflected in the pupils’ performance. The responses were rated on a five point Likert scale where: 1- To a very low extent, 2- To a low extent, 3- To a moderate extent, 4- To a great extent and 5- To a very great extent. The findings are as shown in table 4.3.
Table 4.3: Respondents’ level of agreement with statements on headteachers’ roles in administration of curriculum and instruction

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th></th>
<th>H/teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Mean</td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Through good management and leadership the head teacher has enabled provision of quality education</td>
<td>3.14</td>
<td>1.085</td>
<td>3.72</td>
<td>0.672</td>
</tr>
<tr>
<td>The head teacher is efficient in school administration of curriculum</td>
<td>3.27</td>
<td>0.129</td>
<td>3.61</td>
<td>0.581</td>
</tr>
<tr>
<td>The head teacher has established clear educational vision and share institutional mission with school human resources</td>
<td>4.17</td>
<td>0.528</td>
<td>4.36</td>
<td>0.810</td>
</tr>
<tr>
<td>The head teacher has identified areas of improvement, and developed plans for effective implementation of the curriculum</td>
<td>3.83</td>
<td>0.568</td>
<td>4.44</td>
<td>0.795</td>
</tr>
<tr>
<td>Teachers fail to complete syllabus, because head teachers do not supervise them</td>
<td>3.75</td>
<td>0.624</td>
<td>4.39</td>
<td>1.505</td>
</tr>
<tr>
<td>The head teachers have been efficient in interpreting national education policies and executing curriculum programmes</td>
<td>3.20</td>
<td>0.461</td>
<td>4.12</td>
<td>0.582</td>
</tr>
</tbody>
</table>
From the study findings shown in table 4.3 above, majority of the teachers agreed to a great extent that; the head teacher has established clear educational vision and share institutional mission with school human resources (Mean=4.17), the head teacher has identified areas of improvement and developed plans for effective implementation of the curriculum (3.83) and teachers fail to complete syllabus, because head teachers do not supervise them (3.75) while majority of the teachers agreed to a moderate extent that; the head teacher is efficient in school administration of curriculum (3.27), the head teachers have been efficient in interpreting national education policies and executing curriculum programmes (3.20) and through good management and leadership the head teacher has enabled provision of quality education (3.14). The study findings also showed that majority of the head teachers agreed to a great extent that; the head teacher has identified areas of improvement, and developed plans for effective implementation of the curriculum (Mean=4.44), teachers fail to complete syllabus, because head teachers do not supervise them (4.39), the head teacher has established clear educational vision and share institutional mission with school human resources (4.36), the head teachers have been efficient in interpreting national education policies and executing curriculum programmes (4.12), through good management and leadership the head teacher has enabled provision of quality education (3.72) and the head teacher is efficient in school administration of curriculum (3.61).

This implies that the headteachers play a critical role in administration of curriculum and instruction. This is as seen through their role of identifying areas of improvement and developing plans for effective implementation of the curriculum, supervising the teachers to ensure complete syllabus coverage, establishing clear educational vision
and sharing the institutional mission with other school human resources, effective interpretation of national education policies and execution of curriculum programmes, providing good management and leadership to enable provision of quality education and ensuring efficient administration of curriculum.

The findings were in line with Smith (2006) who argued that headteachers are ultimately responsible for the smooth running of the school, the academic achievement of the pupils and management of its staff. The findings are also in line with Malver (1999) who noted that it is the responsibility of the headteacher to provide leadership and management for the curriculum areas creating the vision and make the vision leading their development of appropriate policy such as employment of appropriate staff, faculty development management of finances and allocation of time to curriculum subject area which enhances performance.

4.4 **Administration of teacher personnel**

The second objective of the study was to investigate the headteachers' role in administration of teacher personnel aimed at enhancing pupils' performance in mathematics. The findings are as presented in the subsequent sections.

4.4.1 **Respondents' rating of the head teacher's role in administration of teacher personnel**

The study sought to establish the rating of the head teacher's role in administration of teacher personnel by the respondents and the findings are as represented in figure 4.4 below.
Figure 4.4: Respondents' rating of the head teacher's role in administration of teacher personnel

From the study findings represented in the figure 4.4 above, majority (59.1%) of the teachers rated their head teacher's role in administration of teacher personnel as poor, 27.3% as average while 13.6% of the teachers rated their head teacher's role in administration of student personnel as excellent. The study findings also revealed that majority (54.5%) of the headteachers rated their role in administration of teacher personnel as average, 36.4.8% as excellent while 9.1% of the headteachers rated their role in administration of teacher personnel as poor. This shows that there was contrasting opinion between the teachers and the head teachers regarding the rating of head teacher’s role in administration of teacher personnel with head teachers rating themselves highly [average and excellent] while the teachers ranked them lowly [poor and average]. Thus, the head teachers had not effectively managed their role of administration of teacher personnel.
The findings are in agreement with Eshiwani (1993) who noted that collective teacher efficacy is the most important intervening variable between administrator and teacher work and then students' outcome. Eshiwani further noted that schools that are effective and have capacity to improve are led by head teachers who make significant and measurable contribution to effectiveness of their staff. The findings are also in line with the sentiments of Raph (2005) who noted that head teachers must identify the most competent teachers with a specific knowledge, skills and abilities to account for higher performance.

4.4.2 Extent to which head teacher's role in administration of teacher personnel affects pupils' performance in mathematics as indicated by the respondents

The study sought to determine the extent to which head teacher's role in administration of teacher personnel affected the performance of pupils in mathematics and the findings are as shown in table 4.4 below

<table>
<thead>
<tr>
<th>Table 4.4: Extent to which head teacher's role in administration of teacher personnel affects pupils' performance in mathematics as indicated by the respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>To a very low extent</td>
</tr>
<tr>
<td>To a low extent</td>
</tr>
<tr>
<td>To a moderate extent</td>
</tr>
<tr>
<td>To a great extent</td>
</tr>
<tr>
<td>To a very great extent</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
On the evaluation of the extent to which head teacher’s role in administration of teacher personnel affected the performance of pupils in mathematics, the study found that most (45.5%) of the teachers indicated that head teacher’s role in administration of teacher personnel affected pupils’ performance in mathematics to a great extent, 31.8% to a very great extent, 18.2% to a moderate extent while 4.5% of the teachers indicated that head teacher’s role in administration of teacher personnel affected pupils’ performance in mathematics to a low extent. The study also found out that majority (59.1%) of the head teachers indicated that their role in administration of teacher personnel affected pupils’ performance in mathematics to a great extent, 22.8% to a very great extent, 13.6% to a moderate extent while 4.5% of the head teachers indicated that their role in administration of teacher personnel affected pupils’ performance in mathematics to a low extent. This implies that head teachers play a crucial role in administration of teacher personnel. Through effective administration of teacher personnel by the head teacher, the head teachers become aware of any concerns that the teachers have and hence make informed decisions on ways to resolve the issues. Thus, effective administration of the teacher personnel by the head teachers ensures that the teachers do their part well which in turn positively influences pupils’ performance in mathematics.

The findings are in agreement with Eshiwani (1993) who noted that collective teacher efficacy is the most important intervening variable between administrator and teacher work and then students’ outcome. Ingersoll (2007) also noted that improving the preparation and motivation of teachers in consideration with
reference to their general academic background and pedagogical skills development would enhance students' performance. On their part, Patterson and Patterson (2004) observed that teachers work with administration under shared leadership to create a school environment more conducive to academic achievement performance.

4.4.3 Respondents' level of agreement with statements on head teachers' role in administration of teacher personnel

In order to further assess the influence of head teachers' roles in enhancing pupils' performance in mathematics in public primary schools, the respondents were requested to indicate their level of agreement on the extent to which a number of relevant statements on head teachers' role in administration of teacher personnel are reflected in the pupils' performance. The responses were rated on a five point Likert scale where: 1- To a very low extent, 2- To a low extent, 3- To a moderate extent, 4- To a great extent and 5- To a very great extent. The findings are as shown in table 4.5.
Table 4.5: Respondents level of agreement with statements on head teachers’ administration of teacher personnel

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>H/ teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Dev</td>
</tr>
<tr>
<td>The head teacher has been able to create a climate of high expectations for staff</td>
<td>3.76</td>
<td>1.043</td>
</tr>
<tr>
<td>Through collaborative leadership the head teacher has build commitment among students and staff to the school goal</td>
<td>3.12</td>
<td>0.209</td>
</tr>
<tr>
<td>The head teacher has been able to sustain improved performance through management of the school’s internal capacity to maintain and support development work</td>
<td>3.85</td>
<td>0.452</td>
</tr>
<tr>
<td>The head teachers makes significant and measurable contribution to effectiveness of the staff</td>
<td>3.18</td>
<td>1.375</td>
</tr>
<tr>
<td>The head teacher ensures that staff are inducted and retrained to acquire relevant skills, attitudes values and abilities</td>
<td>3.27</td>
<td>0.427</td>
</tr>
<tr>
<td>The head teacher should ensure that teachers’ instructional strategies in mathematics underlie the effective management of learning</td>
<td>4.22</td>
<td>0.341</td>
</tr>
<tr>
<td>The head teachers should ensure that teachers use variety of learning materials and equipments</td>
<td>4.46</td>
<td>0.581</td>
</tr>
</tbody>
</table>
From the study findings as shown in table 4.5 above, majority of the teachers agreed to a great extent that; the head teachers should ensure that teachers use variety of learning materials and equipments (Mean=4.46) and the head teacher should ensure that teachers' instructional strategies in mathematics underlie the effective management of learning (4.22) while majority of the teachers agreed to a moderate extent that; the head teacher has been able to sustain improved performance through management of the school's internal capacity to maintain and support development work (3.85), the head teacher has been able to create a climate of high expectations for staff (3.76), the head teacher ensures that staff are inducted and retrained to acquire relevant skills, attitudes values and abilities (3.27), the head teachers makes significant and measurable contribution to effectiveness of the staff (3.18) and that through collaborative leadership the head teacher has build commitment among students and staff to the school goal (3.12). From the study findings, majority of the head teachers agreed to a great extent that; the head teachers should ensure that teachers use variety of learning materials and equipments (Mean=4.53), the head teacher should ensure that teachers' instructional strategies in mathematics underlie the effective management of learning (4.39) and the head teachers makes significant and measurable contribution to effectiveness of the staff (4.11), the head teacher has been able to sustain improved performance through management of the school's internal capacity to maintain and support development work (3.94), the head teacher has been able to create a climate of high expectations for staff (3.88), the head teacher ensures that staff are inducted and retrained to acquire relevant skills, attitudes values and abilities (3.62) and that through collaborative leadership the head teacher has build commitment among students and staff to the school goal (3.49).
This implies that the headteachers play an important role in administration of teacher personnel. This is as seen through the head teacher's role of ensuring that teachers use variety of learning materials and equipments, the head teacher ensuring that teachers' instructional strategies in mathematics underlie the effective management of learning and the head teachers making significant and measurable contributions to the effectiveness of the staff. Further, the important role of head teachers in administration of teacher personnel is seen through the head teacher been able to create a climate of high expectations for the staff, the head teacher ensuring that staff are inducted and retrained to acquire relevant skills, attitudes, values and abilities and the head teacher adopting collaborative leadership with a view of building commitment among students and staff to the school's goal.

The findings are in line Mworia (1993) who noted that the head teacher should see to it that staff is inducted and retrained as teachers are supposed to be equipped with relevant skills, attitudes, values and abilities to identify and deliver the educational needs of the child. On his part Eshiwani (1993) noted that the qualities that are expected of a school head teacher includes, setting an atmosphere of order, creating a climate of high expectations for staff and collaborative leadership and building commitment among students and staff to the school goal. The national committee on educational objectives and policies (1976) also points out that qualitative attributes of the teacher is one of paramount factor in determining the quality of education on which intellectual development of the child is based. It is thus the role of the head teacher to ensure teacher characteristics, such as teacher certification and experience, teacher training, teacher-pupil ratio, professional commitment and transfer, which contribute to learners' performance are to standard.
4.5 Administration of student personnel

The third objective of the study was to investigate the headteachers’ role in administration of student personnel aimed at enhancing pupils’ performance in mathematics. The findings are as shown in the subsequent sections.

4.5.1 Respondents’ rating of the head teacher’s role in administration of student personnel

The study sought to find out the respondents rating of the head teacher’s role in administration of student personnel and the findings are as presented in figure 4.5 below.

![Respondents' rating of the head teacher's role in administration of student personnel](chart)

**Figure 4.5: Respondents' rating of the head teacher's role in administration of student personnel**

From the study findings presented in the figure 4.5 above, majority (54.5%) of the teachers rated their head teacher’s role in administration of student personnel as poor, 36.4% as average while 9.1% of the teachers rated their head teacher’s role in administration of student personnel as excellent. The study findings also reveal that
majority (63.6%) of the headteachers rated their role in administration of student personnel as average, 22.8% as excellent while 13.6% of the headteachers rated their role in administration of student personnel as poor. This depicts that the head teachers had not effectively managed their role of administration of student personnel.

The findings are in agreement with Lashway (2003) who argued that it is the duty of the head teacher to explore and understand the needs of the students. He/she should spend time with children in order to know them better. Also children should be helped to tackle their social and personal problems; they should not be condemned or battled with. These practices on students therefore enhance good performance in all subjects.

4.5.2 Extent to which head teacher’s role in administration of student personnel affects pupils’ performance in mathematics

The study sought to determine the extent to which head teacher’s role in administration of student personnel affected the performance of pupils in mathematics and the findings are as shown in table 4.6 below
On the evaluation of the extent to which head teacher’s role in administration of student personnel affected the performance of pupils in mathematics, the study established that majority (63.6%) of the teachers indicated that head teacher’s role in administration of student personnel affected pupils’ performance in mathematics to a great extent, 22.8% to a very great extent, 9.1% to a moderate extent while 4.5% of the teachers indicated that head teacher’s role in administration of student personnel affected pupils’ performance in mathematics to a low extent. The study also established that most (40.9%) of the head teachers indicated that their role in administration of student personnel affected pupils’ performance in mathematics to a great extent, 36.4% to a very great extent, 18.2% to a moderate extent while 4.5% of the head teachers indicated that their role in administration of student personnel affected pupils’ performance in mathematics to a low extent. This implies that majority of the teachers and head teachers concurred that the headteachers played an important role in the
administration of the student personnel. Thus, effective administration of the students by the head teachers would help to instill the students with qualities such as discipline, obedience, hard-work and honesty which would positively influence their performance.

The findings concur with Duke (2004) who noted that when the students are disciplined and their academic performance is said to be above normal, the school is said to be effective and the administrator good. The findings are also in agreement with Lashway (2003) who argued that the head teacher has to work with teachers, pupils, parents and stakeholders for a common goal that is to improve students’ performance. It is the duty of the head teacher to explore and understand the needs of the students. He/she should spend time with children in order to know them better. Also children should be helped to tackle their social and personal problems; they should not be condemned or battled with. These practices on students therefore enhance good performance in all subjects.

4.5.3 Respondents’ level of agreement with statements on head teachers’ role in administration of student personnel.

In order to further assess the influence of head teachers’ roles in enhancing pupils’ performance in mathematics in public primary schools, the respondents were requested to indicate their level of agreement on the extent to which a number of relevant statements on head teachers’ role in administration of student personnel are reflected in the pupils’ performance. The responses were rated on a five point Likert scale where: 1- To a very low extent, 2- To a low extent, 3- To a
moderate extent, 4- To a great extent and 5-To a very great extent. The findings are as shown in table 4.7.

**Table 4.7: Respondents level of agreement with statements on head teachers' administration of student personnel**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Teachers Mean</th>
<th>Teachers Std. Dev</th>
<th>H/ teachers Mean</th>
<th>H/ teachers Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>The head teachers effectively manage a coordinated and multi-disciplinary approach to support the well being of students</td>
<td>3.14</td>
<td>0.684</td>
<td>3.65</td>
<td>0.382</td>
</tr>
<tr>
<td>The head teacher is a good disciplinarian</td>
<td>3.28</td>
<td>0.641</td>
<td>3.68</td>
<td>0.591</td>
</tr>
<tr>
<td>The head teacher supports co curricular activities in school</td>
<td>3.43</td>
<td>0.704</td>
<td>4.31</td>
<td>0.461</td>
</tr>
<tr>
<td>The head teacher effectively works with the pupils and stakeholders to improve students' performance</td>
<td>2.68</td>
<td>0.672</td>
<td>3.47</td>
<td>0.632</td>
</tr>
<tr>
<td>The head teacher's open door policy has ensured a good rapport with the students</td>
<td>4.14</td>
<td>0.889</td>
<td>4.62</td>
<td>0.586</td>
</tr>
<tr>
<td>The head teacher's delegation of duties among the students has been instrumental in enhancing good working relationship with the students</td>
<td>2.36</td>
<td>0.727</td>
<td>3.21</td>
<td>1.029</td>
</tr>
<tr>
<td>The head teachers involves students in some of the administration tasks</td>
<td>2.42</td>
<td>0.754</td>
<td>3.28</td>
<td>0.561</td>
</tr>
</tbody>
</table>
From the study findings as shown in table 4.7 above, majority of the teachers agreed to a great extent that; the head teacher’s open door policy has ensured a good rapport with the students (Mean=4.14), majority of the teachers agreed to a moderate extent that; the head teacher supports co curricular activities in school (3.43), the head teacher is a good disciplinarian (3.28) and that the head teacher effectively manages a coordinated and multi-disciplinary approach to support the well being of students (3.14) and while majority of the teachers agreed to a low extent that; the head teacher effectively works with the pupils and stakeholders to improve students’ performance (2.68), the head teachers involves students in some of the administration tasks (2.42) and the head teacher’s delegation of duties among the students has been instrumental in enhancing good working relationship with the students (2.36). From the study findings, majority of the head teachers agreed to a great extent that; the head teacher’s open door policy has ensured a good rapport with the students (Mean=4.62) and the head teacher supports co curricular activities in school (4.31), majority of the head teachers agreed to a moderate extent that; the head teacher is a good disciplinarian (3.68), the head teacher effectively manages a coordinated and multi-disciplinary approach to support the well being of students (3.65), the head teacher effectively works with the pupils and stakeholders to improve students’ performance (3.47), the head teacher involves students in some of the administration tasks (3.28) and the head teacher’s delegation of duties among the students has been instrumental in enhancing good working relationship with the students (3.21).

This implies that the headteachers play an important role in administration of student personnel. This is as seen through the head teacher’s adoption of an open door policy to listen at the students’ opinions, the head teacher’s support of co-curricular
activities, the head teacher ensuring that the students are well disciplined and the head teacher's involvement of the students in some of the administrative tasks to inculcate responsibility among the students.

The findings are in line with Baron, Coley and Wenglinsky (1998) who reported that schools with students reporting more frequent use of severe punishment also had lower student-reported percentages of offenses, and that lower ratings of student-reported offenses were positively related to measured academic achievement gains.

The findings are also in line with Hunt (2005) who asserted that according to James Coleman's multiple role theory point that extra-curricular activities provide additional, complimentary roles for the students that benefits students academically, because the added role athlete, for example increase self esteem and overall participation /interest in school, which can boost grades. On his part, Duke (2004) observed that students develop leadership qualities through the various duties assigned to them. Head teachers should therefore involve students in administration tasks. The aim and objectives, however, should be realistic and practical such that the student leaders are able to implement them.

4.6 Administration of Teaching and Learning Resources

The last objective of the study was to establish headteachers' role in administration of teaching and learning resources aimed at enhancing pupils' performance in mathematics. The findings are as shown in the subsequent sections.
4.6.1 Respondents' rating of the headteachers' role in administration of teaching and learning resources

The study sought to find out the respondents rating of the head teacher’s role in administration of teaching and learning resources. The findings are as shown in figure 4.6.

![Respondents' rating of the head teacher's role in administration of teaching and learning resources](image)

**Figure 4.6: Respondents' rating of the head teacher's role in administration of teaching and learning resources**

On the respondents' rating of their headteachers' role in administration of teaching and learning resources, the research established that majority (63.6%) of the teachers rated their headteachers' role in administration of teaching and learning resources as poor, 27.3% of the teachers rated their headteachers' role in administration of teaching and learning resources as average while 9.1% of the teachers rated their headteachers' role in administration of teaching and learning resources as excellent. The study findings also showed that majority (59.1%) of the headteachers rated their role in administration of teaching and learning
resources as average, 22.7% as excellent while 18.2% of the headteachers rated their role in administration of teaching and learning resources as poor. This depicts that the headteachers had failed in their role of administration of teaching and learning resources.

The findings are in line with Huffman (2005) who observed that the quality of education offered in a school is determined by the level of materials input allocated to the school and the efficiency with which these materials are organized and managed to match with teaching approaches applied by the teachers to raise the students’ achievement.

4.6.2 Extent to which the head teacher’s role in administration of teaching and learning resources affects pupils’ performance in mathematics

The study sought to find out from the respondents the extent to which head teacher’s role in administration of teaching and learning resources significantly affected the performance of pupils in mathematics. The findings are as shown in table 4.8.
Table 4.8: The extent to which head teacher’s role in administration of teaching and learning resources affects pupils’ performance in mathematics

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a very low extent</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>To a low extent</td>
<td>1</td>
<td>4.5</td>
<td>1</td>
</tr>
<tr>
<td>To a moderate extent</td>
<td>4</td>
<td>18.2</td>
<td>3</td>
</tr>
<tr>
<td>To a great extent</td>
<td>10</td>
<td>45.5</td>
<td>12</td>
</tr>
<tr>
<td>To a very great extent</td>
<td>7</td>
<td>31.8</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

On the evaluation of the extent to which head teacher’s role in administration of teaching and learning resources affected the performance of pupils in mathematics, the study established that most (45.5%) of the teachers indicated that head teacher’s role in administration of teaching and learning resources affected pupils’ performance in mathematics to a great extent, 31.8% to a very great extent, 18.2% to a moderate extent while 4.5% of the teachers indicated that head teacher’s role in administration of teaching and learning resources affected pupils’ performance in mathematics to a low extent. The study also found out that majority (54.5%) of the head teachers indicated that their role in administration of teaching and learning resources affected pupils’ performance in mathematics to a great extent, 27.4% to a very great extent, 13.6% to a moderate extent while 4.5% of the head teachers indicated that their role in administration of teaching and learning resources affected pupils’ performance in mathematics to a low extent. This implies that majority of the teachers and head teachers were in agreement that the headteachers played a critical role in the
administration of the teaching and learning resources. Thus, effective administration of the teaching and learning resources by the head teachers manifested by their provision of the learning material inputs and their efficient management has a positive influence on the pupils' performance.

The findings are consistent with Huffman (2005) who noted that the quality of education offered in a school is determined by the level of materials input allocated to the school and the efficiency with which these materials are organized and managed to match with teaching approaches applied by the teachers to raise the students' achievement.

4.6.3 Respondents' level of agreement on statements relating to the head teachers' administration of teaching and learning resources

In order to further assess the influence of head teachers' roles in enhancing pupils' performance in mathematics in public primary schools, the respondents were requested to indicate their level of agreement on the extent to which a number of relevant statements on head teachers' role in administration of teaching and learning resources are reflected in the pupils' performance. The responses were rated on a five point Likert scale where: 1- To a very low extent, 2- To a low extent, 3- To a moderate extent, 4- To a great extent and 5- To a very great extent. The findings are as shown in table 4.9.
Table 4.9: Respondents’ level of agreement with statements on headteachers’ roles in administration of teaching and learning resources

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th></th>
<th>H/teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Mean</td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>The head teacher ensures quality of education is offered in school through provision of materials input</td>
<td>4.38</td>
<td>0.581</td>
<td>4.55</td>
<td>0.252</td>
</tr>
<tr>
<td>The head teacher ensures that there is efficiency with which these materials are organized and managed to match with teaching approaches</td>
<td>4.32</td>
<td>0.854</td>
<td>4.48</td>
<td>1.057</td>
</tr>
<tr>
<td>The head teacher have been improving his/her professionalism, and leadership style to aid in effective management of teaching and learning resources in school</td>
<td>4.17</td>
<td>0.752</td>
<td>4.21</td>
<td>0.369</td>
</tr>
<tr>
<td>The head teacher have been improving his/her management of teaching and learning resources</td>
<td>3.66</td>
<td>0.750</td>
<td>3.74</td>
<td>0.815</td>
</tr>
<tr>
<td>The head teacher ensures adequacy and proper use of teaching and learning resources in school</td>
<td>3.75</td>
<td>0.492</td>
<td>3.83</td>
<td>0.731</td>
</tr>
</tbody>
</table>
From the study findings as shown in table 4.9 above, majority of the teachers agreed to a great extent that; the head teacher ensures quality of education is offered in school through provision of materials input (Mean=4.38), the head teacher ensures that there is efficiency with which these materials are organized and managed to match with teaching approaches (4.32), the head teacher have been improving his/her professionalism and leadership style to aid in effective management of teaching and learning resources in school (4.17), the head teacher ensures adequacy and proper use of teaching and learning resources in school (3.75) and the head teacher have been improving his/her management of teaching and learning resources (3.66). The study findings also showed that majority of the head teachers agreed to a great extent that; the head teacher ensures quality of education is offered in school through provision of materials input (Mean=4.55), the head teacher ensures that there is efficiency with which these materials are organized and managed to match with teaching approaches (4.48), the head teacher have been improving his/her professionalism and leadership style to aid in effective management of teaching and learning resources in school (4.21), the head teacher ensures adequacy and proper use of teaching and learning resources in school (3.83) and the head teacher have been improving his/her management of teaching and learning resources (3.74).

This implies that the head teachers play a critical role in administration of teaching and learning resources. This is as seen through their role of providing necessary learning material inputs and their role in ensuring efficient use of the input materials to aid effective learning of the pupils. The role is also seen through the headteachers improvement of their professionalism, leadership styles and management skills to aid in their effective management of the teaching and learning resources.
The findings were in line with Bakhda (2004) who argued that the improvement of the head teachers’ professionalism, leadership style, management of resources, development of resources and parent–school cooperation, leads to high performance in education. The adequacy and use of teaching and learning resources affects the effectiveness of a teacher’s lesson. Teaching and learning resources enhances understanding of abstract ideas and improves performance in mathematics. Kathuri’s 1984 research revealed that while teaching resources may not be significant in totality they are very critical in some situation and subjects.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of findings, conclusion and recommendations of the study in line with the objectives of the study. The research sought to establish headteachers’ roles in enhancing pupils’ performance in mathematics in public primary schools in Thika West District, Kiambu County.

5.2 Summary of findings

5.2.1 Headteachers’ administration of curriculum and instruction

The study established that majority (54.5%) of the teachers rated their head teacher’s role in administration of curriculum and instruction as poor while majority (59%) of the headteachers rated their role in administration of curriculum and instruction as average. This implies that the headteachers had not effectively managed their role of administration of curriculum and instruction despite adherence to the recommended curriculum being a critical factor in the performance of pupils in mathematics.

The study also found out that majority (54.5%) of the teachers and 63.6% of the head teachers indicated that head teacher’s role in administration of curriculum and instruction affected pupils’ performance in mathematics to a great extent. Thus, head teacher’s played an important role in administration of curriculum and instruction which had a significant effect on the pupils’ performance.
The study also established that majority of the teachers agreed to a great extent that; the head teacher has established clear educational vision and share institutional mission with school human resources (Mean=4.17), the head teacher has identified areas of improvement and developed plans for effective implementation of the curriculum (3.83) and teachers fail to complete syllabus, because head teachers do not supervise them (3.75) while majority of the head teachers agreed to a great extent that; the head teacher has identified areas of improvement, and developed plans for effective implementation of the curriculum (Mean=4.44), teachers fail to complete syllabus, because head teachers do not supervise them (4.39), the head teacher has established clear educational vision and share institutional mission with school human resources (4.36). Thus, administration of curriculum and instruction by the headteachers through ensuring completion of the syllabus, adjusting the existing curricula to suit the changing needs of the school and sufficient supervision of mathematics teachers' work significantly influenced the performance of pupils in mathematics.

5.2.2 Headteachers' administration of teacher personnel

The study found out that majority (59.1%) of the teachers rated their head teacher's role in administration of teacher personnel as poor while majority (54.5%) of the headteachers rated their role in administration of teacher personnel as average. Thus, the head teachers had not effectively managed their role of administration of teacher personnel.
The study also established that most (45.5%) of the teachers indicated that head teacher’s role in administration of teacher personnel affected pupils’ performance in mathematics to a great extent while majority (59.1%) of the head teachers indicated that their role in administration of teacher personnel affected pupils’ performance in mathematics to a great extent. Thus, head teachers play a crucial role in administration of teacher personnel. Effective administration of the teacher personnel by the head teachers ensures that the teachers do their part well which in turn positively influences pupils' performance in mathematics.

The study further established that majority of the teachers agreed to a great extent that; the head teachers should ensure that teachers use variety of learning materials and equipments (Mean=4.46) and the head teacher should ensure that teachers’ instructional strategies in mathematics underlie the effective management of learning (4.22) while majority of the head teachers agreed to a great extent that; the head teachers should ensure that teachers use variety of learning materials and equipments (Mean=4.53) and the head teacher should ensure that teachers’ instructional strategies in mathematics underlie the effective management of learning (4.39). Thus headteachers’ administration of teacher personnel is an important factor that influences pupils’ performance in mathematics.

5.2.3 **Headteachers’ administration of student personnel**

The study established that majority (54.5%) of the teachers rated their head teacher’s role in administration of student personnel as poor while majority (63.6%) of the headteachers rated their role in administration of student personnel as average. Thus,
the head teachers had not effectively managed their role of administration of student personnel.

The study also established that majority (63.6%) of the teachers and majority (77.3%) of the head teachers indicated that head teacher’s role in administration of student personnel affected pupils’ performance in mathematics to a great extent. This implies that majority of the teachers and head teachers concurred that the headteachers played an important role in the administration of the student personnel.

The study also established that majority of the teachers agreed to a great extent that; the head teacher’s open door policy has ensured a good rapport with the students (Mean=4.14) and the head teacher supports co curricular activities in school (3.43) while majority of the head teachers agreed to a great extent that; their open door policy has ensured a good rapport with the students (Mean=4.62) and that they supports co curricular activities in school (4.31). Thus, headteachers’ administration of student personnel is an important factor that influences pupils’ performance in mathematics. The most significant headteachers’ administration of student personnel aspects/issues being; co- curricular activities benefit students academically; it is the duty of the head teacher to explore and understand the needs of the students and students develop leadership qualities through the various duties assigned to them.

5.2.4 Headteachers’ administration of teaching and learning resources

The study established that, majority (63.6%) of the teachers rated their headteachers’ role in administration of teaching and learning resources as poor while majority (59.1%) of the headteachers rated their role in administration of teaching and learning
resources as average. This depicts that the headteachers had failed in their role of administration of teaching and learning resources.

The study also established that majority (77.3%) of the teachers and majority (81.9%) of the head teachers indicated that head teacher's role in administration of teaching and learning resources affected pupils' performance in mathematics to a great extent. Therefore, majority of the teachers and head teachers were in agreement that the headteachers played a critical role in the administration of the teaching and learning resources. Thus, effective administration of the teaching and learning resources by the head teachers manifested by their provision of the learning material inputs and their efficient management has a positive influence on the pupils' performance.

The study also established that majority of the teachers agreed to a great extent that; the head teacher ensures quality of education is offered in school through provision of materials input (Mean=4.38), the head teacher ensures that there is efficiency with which these materials are organized and managed to match with teaching approaches (4.32) while majority of the head teachers agreed to a great extent that; the head teacher ensures quality of education is offered in school through provision of materials input (Mean=4.55) and the head teacher ensures that there is efficiency with which these materials are organized and managed to match with teaching approaches (4.48). Thus, availability of textbooks, teachers planning lessons in a way that learners engage in active responding and improving the preparation/training and motivation of teachers have been identified as critical areas influencing performance in mathematics. This implies that headteachers play a critical role in administration of teaching and learning resources seen through their role of providing necessary
learning material inputs, ensuring efficient use of the input materials to aid effective learning of the pupils and the continued improvement of their professionalism, leadership styles and management skills to aid in their effective management of the teaching and learning resources.

5.3 Conclusion

5.3.1 Headteachers' administration of curriculum and instruction
The study concludes that headteachers perform a crucial role in administration of curriculum and instruction which has a significant effect on the pupils' performance. Thus, headteachers' roles in administration of curriculum and instruction such as identification of areas of improvement, developing plans for effective implementation of the curriculum, supervising the teachers to ensure complete syllabus coverage, establishing clear educational vision and sharing the institutional mission with other school human resources, providing good management and leadership to enable provision of quality education and their proper interpretation of national education policies to ensure effective execution of the curriculum programmes have a positive influence on the pupils' performance.

5.3.2 Headteachers' administration of teacher personnel
The study concludes that headteachers' perform an important role in administration of teacher personnel which significantly influences the performance of pupils in mathematics. The most significant headteachers' roles in administration of teacher personnel include; ensuring that teachers are competent to teach mathematics, ensuring teachers use a variety of learning materials, equipments, ensuring shared
decision making and empowerment of teachers and ensuring high levels of teamwork among the teaching staff.

Therefore ensuring competency of teachers, shared decision making, empowerment of teachers and collaboration among the teaching staff are critical roles that headteachers' play in administration of teacher personnel.

5.3.3 **Headteachers’ administration of student personnel**

The study concludes that headteachers' role in administration of student personnel has a significant influence on the performance of pupils in mathematics. Thus, headteachers roles in administration of student personnel such as ensuring the students’ discipline, engaging the pupils in some administration tasks, adopting an open door policy so as to create a good rapport with the students, adopting a coordinated and multi-disciplinary approach to support the well being of the students, ensuring effectiveness of the remedial programmes and encouraging pupils’ participation in co-curricular activities are critical in enhancing the pupils performance in mathematics.

5.3.4 **Headteachers’ administration of teaching and learning resources**

The study concludes that headteachers perform a critical role in administration of teaching and learning resources which has a significant influence on the performance of pupils in mathematics. The headteachers’ roles in administration of teaching and learning resources include; ensuring efficiency in the allocation and management of materials input in the schools, ensuring that their schools had adequate learning
facilities such as classrooms, desks, mathematics textbooks, mathematics exercise books and toilets and advocating for improved teacher training and motivation.

Thus, headteachers' roles of ensuring adequacy of learning facilities, efficiency in the allocation and management of materials input in the schools and advocating for enhanced teacher training and motivation are critical roles that the headteachers play in administration of teaching and learning resources.

5.4 Recommendations

i) The study recommends that the Ministry of Education should train the head teachers on the national education policies touching on curriculum implementation to ensure their effective execution of the curriculum programmes with a view of enhancing pupils' performance.

ii) The study recommends that the head teachers should work together with the Ministry of Education to ensure that staff are inducted and retrained to acquire relevant skills, attitudes, values and abilities. Further, the head teachers should adopt a collaborative leadership style that allows the participation of teachers in decision making so as to build commitment and unity of purpose among the staff for the attainment of the school's goals.

iii) The study recommends that headteachers in their role of administration of student personnel should devise a comprehensive integrated system that encompasses effective students learning, an open door policy which is students oriented, students' participation in co-curricular activities and delegation of some
administration tasks to the students, all with the aim of enhancing the pupils' performance.

iv) The study recommends that the government should allocate more financial resources to the education sector in order to ensure that all public primary schools have all the necessary teaching and learning resources and also train the headteachers on effective management skills for them to be able to effectively manage and utilize the teaching and learning resources for improved performance of pupils in mathematics and other subjects.

5.4.1 Areas of further studies

Since this study explored head teachers' roles in enhancing pupils' performance in mathematics in public primary schools in Thika West District in Kiambu County, similar studies can be performed to evaluate the head teachers' roles in enhancing pupils' performance in mathematics in public primary schools in other parts of the country for comparison purposes and to allow for the generalization of findings on the head teachers' roles in enhancing pupils' performance in mathematics in public primary schools in Kenya.

Further studies should also be done on the head teachers' roles in enhancing students' performance in mathematics in secondary schools and tertiary institutions since different levels of educational institutions have different strategic approaches and thus allowing for not only comparison but also the development of national wide head teachers' roles index in the 8-4-4 education system in Kenya.
REFERENCES


Daily Nation Dec 30th 2011 pg 10 col 5


APPENDICES

APPENDIX I

QUESTIONNAIRE FOR HEAD TEACHERS

My name is Lucy Wanjiku Kimani, a post graduate student at Kenyatta University pursuing Masters of Education (Administration). I am conducting a study on the headteachers’ roles in enhancing pupils' performance in mathematics in public primary schools in Thika West District, Kiambu County. With your honest responses, the interested stakeholders will have the right information to plan the way forward. All information provided will be treated with utmost confidentiality. Your contribution will highly be appreciated.

Section A: Background information [Tick (√) the appropriate option (bracket)]

1. Please indicate your gender
   a) Male [ ]  b) Female [ ]

2. What is your highest level of Education?
   M.Ed [ ]
   B.Ed [ ]
   Diploma [ ]
   Any other, specify ........................................................................................................

3. How long have you worked in the current station?
   1-2 years [ ]  3-4 years [ ]
   Over 4 years [ ]
Section B: Administration of Curriculum and Instruction

4. How would you rate your head teacher’s role in administration of curriculum and instruction?
   Poor [ ] Average [ ] Excellent [ ]

5. To what extent does head teacher’s role in administration of curriculum and instruction significantly affect the performance of pupils in mathematics?
   To a very low extent [ ] To a low extent [ ]
   To a moderate extent [ ] To a great extent [ ]
   Very great extent [ ]

6. The following are some statements relating to the administration of curriculum and instruction. Indicate your level of agreement/disagreement with the statements. Use a scale of 1-5 where 1- To a very low extent, 2- To a low extent, 3- To a moderate extent, 4- To a great extent and 5-To a very great extent.

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<td>The head teacher is efficient in school administration of curriculum</td>
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<td>The head teacher has established clear educational vision and share institutional mission with school human resource</td>
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<td>Teachers fail to complete syllabus, because head teachers do not supervise them</td>
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<td>The head teachers have been efficient in interpreting national policies and executing curriculum programmes</td>
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Section C: Administration of Teacher Personnel

7. How would you rate your head teacher role in administration of teacher personnel?

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8. To what extent does head teacher’s role in administration of teacher personnel significantly affect the performance of pupils in mathematics?

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9. The following are some statements relating to the administration of teacher personnel. Indicate your level of agreement/disagreement with the statements. Use a scale of 1-5 where 1- To a very low extent, 2- To a low extent, 3- To a moderate extent, 4- To a great extent and 5- To a very great extent.

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<td>The head teacher has been able to sustain improved performance through management of the school’s internal capacity to maintain and support development work</td>
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<td>The head teacher ensures that staff are inducted and retrained to acquire relevant skills, attitudes values and abilities</td>
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</table>
Section D: Administration of Student Personnel

10. How would you rate your head teacher role in administration of student personnel?

Poor [ ] Average [ ] Excellent [ ]

11. To what extent does head teacher's role in administration of student personnel significantly affect the performance of pupils in mathematics?

To a very low extent [ ] To a low extent [ ]
To a moderate extent [ ] To a great extent [ ]
Very great extent [ ]

12. The following are some statements relating to the administration of student personnel. Indicate your level of agreement/disagreement with the statements. Use a scale of 1-5 where 1- To a very low extent, 2- To a low extent, 3- To a moderate extent, 4- To a great extent and 5-To a very great extent.

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<td>The head teachers delegation of duties among the students has been instrumental in enhancing good working relationship with the students</td>
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<td>The head teachers involves students in administration tasks</td>
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</table>
Section E: Administration of Teaching and Learning Resources

13. How would you rate your head teacher role in administration of teaching and learning resources?
   Poor [ ]   Average [ ]   Excellent [ ]

14. To what extent does head teacher’s role in administration of teaching and learning resources significantly affect the performance of pupils in mathematics?
   To a very low extent [ ]   To a low extent [ ]
   To a moderate extent [ ]   To a great extent [ ]
   Very great extent [ ]

15. The following are some statements relating to the administration of student personnel. Indicate your level of agreement/disagreement with the statements. Use a scale of 1-5 where 1- To a very low extent, 2- To a low extent, 3- To a moderate extent, 4- To a great extent and 5-To a very great extent.

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<td>The head teacher ensures adequacy and use of teaching and learning resources in school</td>
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Thank you for your cooperation

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APPENDIX II

QUESTIONNAIRE FOR MATHEMATICS TEACHERS

My name is Lucy Wanjiku Kimani, a post graduate student at Kenyatta University pursuing Masters of Education (Administration). I am conducting a study on the headteachers' roles in enhancing pupils' performance in mathematics in public primary schools in Thika West District, Kiambu County. With your honest responses, the interested stakeholders will have the right information to plan the way forward. All information provided will be treated with utmost confidentiality. Your contribution will highly be appreciated.

Section A: Background information [Tick (✓) the appropriate option (bracket)]

1. Please indicate your gender

   Male [ ]   Female [ ]

2. What is your highest level of Education?

   M.Ed [ ]
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3. Any other, specify ........................................................................................................................................

4. How long have you worked in the current station?

   1-2 years [ ]
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Section B: Administration of Curriculum and Instruction

5. How would you rate your head teacher’s role in administration of curriculum and instruction?

Poor [ ] Average [ ] Excellent [ ]

6. To what extent does head teacher’s role in administration of curriculum and instruction significantly affect the performance of pupils in mathematics?

To a very low extent [ ] To a low extent [ ]
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Section D: Administration of Student Personnel

11. How would you rate your head teacher role in administration of student personnel?

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To a very low extent [ ] To a low extent [ ]

To a moderate extent [ ] To a great extent [ ]

Very great extent [ ]

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Section E: Administration of Teaching and Learning Resources

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15. To what extent does head teacher's role in administration of teaching and learning resources significantly affect the performance of pupils in mathematics?

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16. The following are some statements relating to the administration of student personnel. Indicate your level of agreement/disagreement with the statements. Use a scale of 1-5 where 1- To a very low extent, 2- To a low extent, 3- To a moderate extent, 4- To a great extent and 5- To a very great extent.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The head teacher ensures quality of education is offered in school through provision of materials input</td>
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<tr>
<td>The head teacher ensures that there is efficiency with which these materials are organized and managed to match with teaching approaches</td>
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<tr>
<td>The head teacher have been improving his/her professionalism, and leadership style</td>
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<tr>
<td>The head teacher have been improving his/her management of teaching and learning resources</td>
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<tr>
<td>The head teacher ensures adequacy and use of teaching and learning resources in school</td>
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</tbody>
</table>

Thank you for your cooperation
### APPENDIX III: BUDGET FOR THE STUDY

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>REQUIREMENTS</th>
<th>AMOUNT (KSH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research proposal and approval</td>
<td>Stationery</td>
<td>5,000</td>
</tr>
<tr>
<td></td>
<td>Travelling, field assistant</td>
<td>18,000</td>
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<tr>
<td>Data collection</td>
<td>Stationery</td>
<td></td>
</tr>
<tr>
<td>Data entry, editing and coding</td>
<td>Assistants</td>
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<tr>
<td></td>
<td>Stationery</td>
<td></td>
</tr>
<tr>
<td>Data analysis</td>
<td>Software</td>
<td>15,000</td>
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<tr>
<td>Production of research work</td>
<td>Stationery</td>
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<tr>
<td></td>
<td>Typesetting</td>
<td>6,000</td>
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<tr>
<td>Report submission</td>
<td>Printing</td>
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<tr>
<td>Miscellaneous</td>
<td>Binding</td>
<td>4,000</td>
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<td></td>
<td>Transport</td>
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<tr>
<td><strong>Grand total</strong></td>
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<td><strong>48,000</strong></td>
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</table>
APPENDIX IV: TIME FRAME FOR THE STUDY

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>WEEKS</th>
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</thead>
<tbody>
<tr>
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<td>1 2 3 4 5 6 7 8 9 10 11 12</td>
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