INFLUENCE OF HEAD TEACHERS’ ROLES ON PUPILS’ ACADEMIC ACHIEVEMENT IN PUBLIC PRIMARY SCHOOLS IN MATHIOYA SUB-COUNTY, MURANG’A COUNTY KENYA

KIRAGU SAMUEL NDIRANGU
E55/CE/26315/11

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION DEGREE,
KENYATTA UNIVERSITY

DECEMBER, 2015
DECLARATION

I declare that this project is my original work and has not been presented in any other university for examination. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.

Kiragu Samuel Ndirangu  
E55/CE/26315/2011

Supervisors: This project has been submitted with our approval as University supervisors.

Dr. Samuel N. Waweru  
Senior Lecturer
Department of Educational Management,
Policy and Curriculum Studies
Kenyatta University

Mrs. Catherine W. Wanjau  
Lecturer
Department of Educational Management,
Policy and Curriculum Studies
Kenyatta University
DEDICATION

This research project is dedicated to my parents Christopher Kiragu and Beth Wangari who have greatly contributed to what I am today; to my wife Alice for her endless support in the course of the tough journey while undertaking a study of this magnitude; and lastly to my children Ivy, Victoria, Chris, Victor and James who stood by me throughout the journey.
ACKNOWLEDGEMENTS

I am greatly indebted to a number of people who either directly or indirectly contributed to the success of this study. I wish to first express my sincere appreciation to my supervisors, Dr. Samuel Waweru and Mrs. Catherine Wanjau for their inspiration, support, professional advice, critique and guidance. I grandly appreciate the support and encouragement by the Sub-County director of Education Mathioya Mr. Y. D. Saru, whose information and suggestions were invaluable throughout this study.

I also wish to acknowledge the support by the officers from the Sub-county and the moral support accorded to me by my family as I wrote this project.
# TABLE OF CONTENT

DECLARATION.................................................................................................................. ii  
DEDICATION................................................................................................................... iii  
ACKNOWLEDGEMENTS ................................................................................................. iv  
TABLE OF CONTENT....................................................................................................... v  
LIST OF TABLES............................................................................................................... viii  
LIST OF FIGURES........................................................................................................... ix  
ABBREVIATIONS............................................................................................................ x  
ABSTRACT ....................................................................................................................... xi  

## CHAPTER ONE: INTRODUCTION TO THE STUDY ................................................. 1  
1.1 Introduction ........................................................................................................... 1  
1.2 Background to the Study ..................................................................................... 1  
1.3 Statement of the Problem .................................................................................... 6  
1.4 Purpose of the Study ........................................................................................... 7  
1.5 Objectives of the Study ....................................................................................... 7  
1.6 Research Questions ............................................................................................. 7  
1.7 Limitation of the Study ....................................................................................... 8  
1.8 Delimitation of the Study .................................................................................... 8  
1.9 Assumptions of the Study ................................................................................... 8  
1.10 Significance of the Study ................................................................................... 9  
1.11 Theoretical Framework ..................................................................................... 9  
1.12 Conceptual Framework .................................................................................. 12  
1.13 Definition of Operational Terms ..................................................................... 13  

## CHAPTER TWO: LITERATURE REVIEW ............................................................... 14  
2.1 Introduction .......................................................................................................... 14  
2.2 Head Teachers Supervision of Instructional Programs .................................. 14  
2.3 Head Teachers’ strategies on Teachers Motivation ....................................... 16  
2.4 Head Teachers Provision of Teaching/Learning Materials ....................... 18  
2.5 Head Teachers-Involvement of Parents ......................................................... 21  
2.6 Summary ............................................................................................................. 22
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY ..........24
3.1 Introduction...........................................................................................................24
3.2 Research Design ...................................................................................................24
3.3 Research Location .................................................................................................25
3.4 Target Population ..................................................................................................26
3.5 Sample and Sampling Procedures ..........................................................................26
3.6 Research Instruments ............................................................................................29
  3.6.1 Questionnaire ......................................................................................................29
  3.6.2 Interview Guide ..................................................................................................30
3.7 Pilot Study ................................................................................................................31
  3.7.1 Reliability ...........................................................................................................31
  3.7.2 Validity ...............................................................................................................32
3.8 Procedures for Data Collection ................................................................................33
3.9 Procedures for Data Analysis ..................................................................................33
3.10 Logistical and Ethical Considerations ....................................................................34

CHAPTER FOUR: FINDINGS, INTERPRETATION AND DISCUSSIONS .36
4.1 Introduction ..............................................................................................................36
4.2 General and Demographic Information ....................................................................36
  4.2.1 General Information .........................................................................................36
  4.2.2 Demographic data .............................................................................................36
  4.2.3 Academic Performance of the Participating Schools .........................................39
  4.3.1 Instructional Supervision and Pupils’ Academic Performance .........................40
  4.3.2 Impact of Instructional Supervision on Pupils Academic Performance ...............45
4.4 Teachers Motivation .................................................................................................47
  4.4.1 Impact of Teachers Motivation on Pupils Academic Performance .......................52
4.5 Provision of Teaching/Learning Materials ...............................................................53
  4.5.1 Impact of Provision of Teaching/Learning Materials on Pupils Academic Performance ..................................................57
4.6 Head Teachers’ Involvement of Parents in School Academic Programs .................59
  4.6.1 Impact of Parents involvement on pupils academic performance .......................62
  4.7.1 Impact of Head Teachers role on the Pupils Academic Performance ..........66
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction ...............................................................................................................................................70

5.2 Summary of Findings ..............................................................................................................................70

5.2.1 Impact of Instructional Supervision on Pupils’ Academic Performance ..............................................70

5.2.2 Impact of Teachers Motivation on Pupils’ Academic Performance ....................................................70

5.2.4 Impact of Head Teachers Provision of Teaching/Learning Materials on Pupils’ Academic Performance .................................................................................................................................71

5.2.5 Impact of head teachers’ involvement of parents in school academic programs on pupils’ academic performance ........................................................................................................................................71

5.3 Conclusion ...............................................................................................................................................72

5.4 Recommendations ....................................................................................................................................73

5.4.1 Policy Recommendations ....................................................................................................................73

5.4.2 Recommendations for Further Research .............................................................................................74

REFERENCES ................................................................................................................................................75

APPENDICE ...................................................................................................................................................83

APPENDIX I: INTRODUCTION LETTER ...........................................................................................................83

APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS ...............................................................................84

APPENDIX III: QUESTIONNAIRE FOR TEACHERS .....................................................................................91

APPENDIX IV: QUESTIONNAIRE FOR PUPILS ............................................................................................95

APPENDIX V: INTERVIEW GUIDE FOR STANDARD EIGHT PARENTS’ REPRESENTATIVES ....................................97

APPENDIX VI: INTERVIEW GUIDE FOR Q.A.S.O. .........................................................................................98

APPENDIX VIII: MAP FOR MATHIOYA SUB-COUNTY ..................................................................................99

APPENDIX IX: LETTER FROM NCST ...............................................................................................................100

APPENDIX X: RESEARCH PERMIT ...............................................................................................................101
### LIST OF TABLES

| Table 3.1 | Distribution of Teachers | 27 |
| Table 3.2 | Distribution for Pupils | 27 |
| Table 4.1 | Participants Distribution Per Zone | 37 |
| Table 4.2 | K.C.P.E Performance in Participating Schools | 40 |
| Table 4.3 | Instructional Supervision | 41 |
| Table 4.4 | Teachers Responses on the Head Teachers’ Instructional Supervision | 42 |
| Table 4.5 | Effects of Instructional Supervision | 43 |
| Table 4.6 | Methods of Monitoring Teachers Attendance in Class | 44 |
| Table 4.7 | Impact of Head Teachers’ Instructional Supervision | 46 |
| Table 4.8 | Results of Between Headteacher Instructional Supervision and Pupil Academic Performance | 47 |
| Table 4.9 | Strategies Used to Motivate Teachers | 48 |
| Table 4.10 | Strategies used to Motivate Teachers | 48 |
| Table 4.11 | Effects of Teachers Motivation on Academic Performance | 50 |
| Table 4.12 | Impact of Teachers Motivation on Pupils Academic Performance | 52 |
| Table 4.13 | Results of Correlation Between Teacher Motivation and Pupil Academic Performance | 53 |
| Table 4.14 | Effects of inadequate Teaching/learning Materials on Pupils Academic Performance | 54 |
| Table 4.15 | Sharing of Text Books | 56 |
| Table 4.16 | Impact of Provision of teaching/learning materials on pupils academic Performance | 58 |
| Table 4.17 | Correlation Coefficient | 59 |
| Table 4.18 | Involvement of Parents in School Programs | 59 |
| Table 4.19 | Effects of Parents involvement in academic matters | 60 |
| Table 4.20 | Ways in Which Parents are Involved in Academic Matters | 61 |
| Table 4.21 | Pupils Responses on why they do not receive assistance with homework | 62 |
| Table 4.22 | Impact of Parents Involvement on Pupils Academic Performance | 62 |
| Table 4.23 | Correlation Coefficient between Parents Involvement and Pupils academic performance | 63 |
| Table 4.24 | Pearson's Correlation between Provision of Teaching/Learning Materials and Pupils’ Academic Achievement | 67 |
LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study .................................................12
Figure 4.1: Gender Distribution of the Head teachers.........................................37
Figure 4.2: Age Group of the Head teachers.....................................................38
Figure 4.3: Years of Experience for the Head Teachers ..................................38
Figure 4.4: Number of Years Worked in the Current Station .........................39
Figure 4.5: Teachers Involvement in Critical Decision Making .......................49
Figure 4.6: Head Teachers Providing Adequate Teaching Learning Materials 54
Figure 4.7: Number of Pupils in a Class............................................................55
Figure 4.8: Performance Trend (2009-2014)...................................................69
ABBREVIATIONS

E.O : Education Officer
F.P.E : Free Primary Education
K.C.P.E : Kenya Certificate of Primary Education
MSS : Mean Standard Score
Q.A.S.O : Quality Assurance and Standards Officer
R : Correlation coefficient
S.H : Split Half
S.O : Staffing Officer
S.P.S.S : Statistical Packages for Social Sciences
T.S.C : Teachers Service Commission
ABSTRACT

There has been an outcry from the general public about the low pupils’ achievement in the Kenya Certificate of Primary Education in Mathioya Sub-county and Muranga County. Analysed results from the sub-county education’s office indicate that only 42% of the year 2014 candidates attained an average mark of 250 and above. This study sought to investigate the influence of head teachers’ roles on pupils’ academic achievement in public primary schools in Mathioya Sub-county. The study had four specific objectives; to assess how head teachers’ instructional supervision affects pupils’ academic performance in Mathioya Sub-county’s public primary schools; to determine how strategies used by head teachers to motivate teachers affects pupils’ academic performance; to evaluate how head teachers’ provision of teaching/learning materials affects pupils’ academic performance and to assess how head teachers involvement of parents in school academic programs affects pupils’ academic performance. To achieve the objectives, the study adopted the descriptive survey design. The target population of the study was 58 head teachers from 58 public primary schools, 613 teachers, 2,318 class 8 pupils from public primary schools, one Sub-county Quality Assurance and Standards Officer (Q.A.S.O), and 58 standard eight parents’ representatives in Mathioya Sub-county. The population was distributed into four educational zones, Gitugi, Kiriti, Kiru and Kamacharia. The total sample size was 329 respondents consisting of 232 pupils, 61 teachers, 18 head teachers’ and 18 standard eight parents’ representatives and the Q.A.S.O. Using the zones as the basis of the strata, stratified random sampling was used to draw the sample for pupils, teachers, head teachers’ and standard eight parents’ representatives. Purposeful sampling was then used to select the Q.A.S.O. Closed and open ended questionnaires and interview guides were used to collect the data from the respondents. The instruments were piloted in four schools in Mathioya Sub-County, one from each zone. Reliability of the questionnaires was tested using split-half technique and a reliability coefficient was computed using spearman’s Brown Prophesy. The coefficient for the head teachers’ questionnaire was 0.745, the teachers questionnaire had 0.810 while the pupils questionnaires had a coefficient of 0.792. For the validity, the supervisors as research experts scrutinized the instruments and their recommendations were used to adjust the items accordingly. The data collected was analyzed using both quantitative and qualitative methods. The quantitative data was analyzed using SPSS to generate frequencies and percentages. Further, the study computed the Pearson’s correlation coefficient to establish the relationship between the independent variables and dependent variable. The qualitative data was analyzed using thematic analysis by grouping data into themes which were interpreted according to the objectives. The study found that head teachers in Mathioya sub-County perform instructional supervision as required. Headteachers do not provide adequate teaching/learning materials to the schools, thus impacting negatively on the academic achievement of pupils. Headteachers motivate teachers through recommendation for promotion and awarding performing teachers, which impacted positively on academic achievement of pupils. Finally head teachers involve parents in school academic programs but some parents do not directly participate in the schoolwork at home, thus impacting negatively on the academic achievement of pupils. The study concludes that instructional supervision and teacher’s motivation had a positive impact on academic achievement of pupils in Mathioya Sub County. However, poor parental involvement in pupils’ academic work and inadequate teaching/learning materials negatively affect pupils’ performance. The study recommends more empowerment of head teachers in instructional supervision, addition of teaching/learning resources by mobilizing stakeholders, and more parental involvement in academic matters. Further research on the effect of home environment on pupils’ academic performance is recommended.
CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter presents the background to the study, statement of the problem, purpose and objectives of the study. The chapter also presents research questions, limitations, delimitations assumptions and significance of the study. The theoretical and conceptual framework and definition of operational terms are also explained.

1.2 Background to the Study

Identification of factors that influence students’ learning and thus achievement continues to be an important objective of educators at all levels (Carrotte, 1999). Factors considered critical in performance of learners include students’ personal characteristics, socio-economic background and the school environment (Brookover and Lezotte, 1979). However, the key to the development and success in provision of quality education and subsequent good performance cannot be achieved without effective and innovative leadership at the school level (Zammit, 2004). In this regard head teachers as school leaders occupy a pivotal position and greatly influence the quality of education offered and the eventual performance of the pupils. The head teacher acts as a mentor, educator, advisor, ambassador, advocate and chief executive in a school set up (Law and Glover, 2000). Consequently the nature of leadership of a given head teacher affects every facet of the learning process in a school and thus pupils’ performance.

Leithwood and Riehl (2003) investigated the effects of principal’s leadership on student’s performance in Canada by surveying 1,762 teachers and 9,941 students.
The findings revealed that head teachers are significant in the delivery of quality education. Further, a study by Williams (2010) in America on teacher’s perception of principal’s leadership explained that the head teacher is significant to the academic growth and performance of the pupils because he/she is usually the major source and the driving force that uphold the welfare of the organization. Campbell, Bridges, Corbally, Nystrand, and Ramseyer (1977) in their book on the educational administration explains that the head teacher’s role is captured in six administrative task areas. These include management of curriculum and instruction, managing pupils, managing staff, managing physical facilities, financial management and school-community relations. Head teachers are expected to be competent in executing their duties along these task areas.

According to Hallinger and Heck (1998), effective execution of these task areas requires an astute leader and this greatly affects pupils’ achievement. To play the leadership role effectively, the head teacher is expected to develop a school climate and culture that help motivate pupils, teaching and non-teaching staff, leading to a better teaching and learning environment which is conducive to higher levels of pupils’ achievements.

West and Jackson (2002) argue that school leadership globally has become more complex since the curricular demands have grown, parental; government expectations and demand for greater school effectiveness have been raised. As a result head teachers have not been able to provide effective leadership, which has affected pupils’ performance. In a study in New Zealand, Cardno (2003) established that workload, work complexity and sheer enormity of the work involved were among the factors that made it most difficult for head teachers to perform their
leadership roles. The study established that the head teacher’s work by nature involves frequent interruptions due to heavy demands on their time by parents, staff, students, board members and community organizations. Consequently, it is a challenge for head teachers to maintain a clear focus on their roles of improving academic performance (Cardno, 2003).

In Africa, head teachers are scarcely prepared for their leadership tasks (Bush and Oduro, 2006). A study in both Ghana and Tanzania revealed that primary school head teachers, especially those in rural schools, are left unsupported once they are offered a headship appointment (Bush and Oduro, 2006). In Ghana, for example, 60 of the 240 rural head teachers who were interviewed said they had not received any training since being appointed head teachers (Bush and Oduro, 2006). Lack of support from the education key stakeholders affects the effectiveness of leadership offered by the head teachers thus impacting negatively on pupil’s performance. Without training, for example, head teachers can only acquire leadership skills through observing serving head teachers, or from their personal experience which delays the ability of head teachers to deliver good results.

Studies in Kenya have shown that there is a significance relationship between the leadership of a school and performance of the pupils. In a study on the role of leadership in performance of primary schools in Kenya, Mwatsuma (2012) found out that the effectiveness of staff monitoring by the head teacher was significantly correlated to the schools mean score. Further, Oduro (2008) on performance in a Ghananian primary school revealed that low quality pupil performance is connected to the poor management of schools by the head teachers.
In Kenya the existing primary schools are over-enrolled, leading to overcrowding and poor delivery of education (Wosyanju, 2013). Most schools are characterized by inadequate and badly constructed buildings; shortage of books and equipment; lack of proper school furniture particularly desks; poor or sometimes non-existent maintenance and repairs; culture and infrastructure; untrained and half trained teachers who seldom stay long among others (Wosyanju, 2013). These circumstances limit the head teachers’ effectiveness in execution of their roles. Without adequate and competent teaching staff, infrastructure, teaching/learning materials, even the most ardent supervision may not achieve much.

Further, Kigotho (2011) observed that in Kenya the pupils’ performance is affected by inability by head teachers’ to perform their roles effectively. The author for example explains that the current education system is unaccountable due to the fact that teachers are answerable to their employers which is Teachers Service Commission (TSC) and not to head teachers. In such cases the head teachers cannot effectively supervise the curriculum implementation since teachers are aware that absenteeism has no consequences. According to TSC (2011) teachers’ absenteeism in Kenya is on the increase because teachers are rarely dismissed on such grounds. Such absenteeism may in turn hinder completion of syllabus on time leading to poor pupils, performance. Thus the existing system compromises the ability of the head teachers to execute their role of supervision.

Further evidence of the relationship between head teachers roles and pupils academic performance include; Mwatsuma (2012) assertion that effectiveness of staff monitoring by head teachers was significantly correlated to the school mean score; Oduro (2008) findings that low quality pupils’ performance is connected to
poor management of schools by head teachers. In addition Wekesa (1993) emphasizes that the head teachers’ supervisory roles lead to effective implementation of curriculum in order to ensure high pupils achievements in the internal and external examinations. The author observes that head teacher’s supervisory role should influence instructional behaviors of teachers directly through supervision of the teaching process and indirectly through developing school level-policies.

In Mathioya Sub-county, pupils’ academic performance has been persistently low over the last six years. According to the analyzed Kenya Certificate of Primary Education (KCPE) results, the public primary schools in the Sub-county have not been able to attain the average mean score of 250 marks out of the expected 500. The results indicated (the table below) that the Sub-county’s mean score in 2008 was 225.7 marks.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Score</td>
<td>225.7</td>
<td>227.3</td>
<td>226.51</td>
<td>229.51</td>
<td>235.72</td>
<td>240.96</td>
<td>239.84</td>
</tr>
</tbody>
</table>

In 2009 the mean score was 227.3 marks while in 2010, 2011, 2012, 2013 and 2014 the mean scores were 226.51, 229.51, 235.72, 240.96 and 239.84 respectively. This implies that the number of schools attaining a score of 250 out of the maximum of 500 have remained low. Equally, the percentage of pupils scoring 250 which is the minimum requirement for secondary entry has also been low. In 2008 for instance, only 7% attained a total score of 250 and above, in 2009, 2010, 2011, 2012, 2013 and 2014 the pupils who attained 250 and above were 14%, 12%, 18%, 26%, 42% and 42% respectively.
1.3 Statement of the Problem

The head teacher is responsible for the day to day school operation and is expected to develop an environment that help motivate pupils, teaching and non-teaching staff, leading to higher levels of pupils achievements in academics. However, ineffective and uncreative (lack of innovativeness) leadership among head teachers have lead to perpetual poor performance especially by public primary schools (Kigotho, 2011; Hallinger and Heck 1998; Zammit 2004).

Despite the heavy investment in education by the Government through Free Primary Education (FPE), academic performance of pupils in Mathioya Sub-county has been low. Analyzed results from the Sub-county education office indicate that the Sub-county has been posting perennial low performance in KCPE. However, despite the overall poor performance in Mathioya Sub-county, some schools manage to post impressive results. Since the head teacher is charged with the responsibility of managing curriculum and instruction for good performance, the disparity in performance among schools in Mathioya may largely be due to the way individual schools are managed. For instance in 2008, 4 schools in the sub-county managed to attain 250 marks and above while 54 attained less than 250 marks. Given the schools are in the same locality thus operating under similar circumstances (social-economics background) it is probable that the school leadership accounts for the difference in performance. Consequently, it is imperative to investigate the impact of the head teachers’ role on pupils’ academic achievements in Mathioya Sub-county public primary schools.
1.4 Purpose of the Study

The purpose of this study was to investigate the influence of head teachers’ roles on pupils’ academic achievements in public primary schools in Mathioya Sub-County Muranga county Kenya.

1.5 Objectives of the Study

i. To assess how head teacher’s instructional supervision affects pupils’ academic performance in public primary schools in Mathioya sub-county.

ii. To determine how strategies used by head teachers to motivate teachers affects pupils’ academic performance in public primary schools in Mathioya sub-county.

iii. To evaluate how head teachers provision of teaching/learning materials affects pupils’ academic performance in Mathioya sub-county.

iv. To assess how head teachers involvement of parents in school academic programs affects pupils academic performance in public primary schools in Mathioya sub-County.

1.6 Research Questions

The study was guided by the following research questions:

i. How does the head teachers’ instructional supervision affect academic performance of pupils in Mathioya Sub-county’s public primary schools?

ii. How do strategies used by head teachers’ to motivate teachers affect pupils’ academic performance in Mathioya Sub-county’s public primary schools?

iii. How does the head teachers’ provision of teaching/learning materials affect academic performance of pupils in Mathioya Sub-county’s public primary schools?
iv. How does the head teachers’ involvement of parents in school academic programs affect pupils’ academic performance in Mathioya Sub-county’s public primary Schools?

1.7 Limitation of the Study

The information on the effect of head teachers’ role on academic performance of pupils might have been construed as an appraisal exercise and therefore the respondents might have not given a true report. As such it might affect the findings of the study.

1.8 Delimitation of the Study

The study focused on the influence of head teachers’ role on the academic performance of pupils in Mathioya Sub-county. The study covered the public primary schools in Mathioya Sub-county and not private primary schools. This is because head teachers running private schools are appointed by the proprietors of the schools which differs with public Primary schools’ recruitment. This difference in recruitment equally affects the school’s leadership and performance of the pupils because the qualification requirements may not necessarily be the same. Further, private schools are business enterprises while public schools are non-profit making institutions thus the role of head teachers may differ significantly.

1.9 Assumptions of the Study

To guide this study, the following assumptions were made:

i. That head teachers have knowledge, skills and attitudes necessary to influence pupil achievements in Examinations.

ii. That the respondents will give true and reliable information about head teachers’ roles on pupils’ academic matters.
1.10 **Significance of the Study**

i. The findings of the study can be useful to the Ministry of Education, Science and Technology in identifying managerial factors influencing pupils’ academic performance in public primary schools.

ii. The findings of the study may challenge primary schools’ administrators to improve their instructional leadership practices in order to improve pupils’ academic performance.

iii. The study may be beneficial to parents for it has revealed the extent to which their involvement with school work of their children impacts on academic performance. Consequently, they may see the need to provide conducive environment at home and ensure their children attend school regularly so as to acquire the desired learning outcomes.

iv. Finally, scholars in the field of education can gain from the study as it is an eye–opener to further research in the area.

1.11 **Theoretical Framework**

This study was based on the effective schools model by Lezotte (2001). Lezotte (2001), after a series of studies, came up with seven correlates of effective schools – strong instructional leadership, clear and focused mission, safe and orderly school environment, climate of high expectations for success, frequent monitoring of pupil progress, positive home-schools relations, and opportunity to learn. Strong instructional leaders are proactive and seek help in building team leadership and a culture conducive to learning and professional growth.
In the effective school, the head teacher and others act as instructional leaders and effectively and persistently communicate and model the mission of the school to staff, parents, and pupils (Lezotte, 2001). Having a clear and focused mission means everyone knows where they are going and why. A clear focus assists in aligning programs and activities for school improvement. A safe and orderly school is defined as a school climate and culture characterized by reasonable expectations for behavior, consistent and fair application of rules and regulations, and caring, responsive relationships among adults and pupils (Lezotte, 2001). In a climate of high expectations, the mantra ‘all pupils can learn’ must be followed by instructional practices and teacher behavior that demonstrate that teachers believe in the pupils, believe in their own efficacy to teach pupils to high standards, and will persist in teaching them (Lezotte, 2001). Teaching advanced skills and teaching for understanding together with basic skills are required for all pupils to achieve at high levels.

Frequent monitoring of teaching and learning requires paying attention both to pupil learning results and to the effectiveness of school and classroom procedures (Lezotte, 2001). Learning is monitored by tracking a variety of assessment results such as test scores, pupil developed products performances, and other evidence of learning. According to (Lezotte, 2001), family and community involvement is a general term used to describe a myriad of activities, projects, and programs that bring parents, businessmen, and other stakeholders together to support pupil learning in schools. Families and other adults can be involved in the education of young people through a variety of activities that demonstrate the importance of education and show support, and encouragement to pupils learning. These includes:- Assisting
families in parenting and setting home conditions to support learning, communicating with families about school programs and pupils progress, encouraging families to volunteer in school activities and mobilizing resources for the school academic programs (Lezotte, 2001).

Opportunity to learn and pupil time on a task simply means that pupils tend to learn most of the lessons they spend time on. Time on task implies that each of the teachers in the school has a clear understanding of what the essential learner objectives are, grade-by-grade subject-by-subject. Once it is clear what pupils should be learning, they should be given time to learn it. In an effective school, teachers allocate a significant amount of classroom time to instruction on the essential skills (Lezotte, 2001).

The effective school model is relevant to the study since it elucidates the leadership role in making schools effective to enhance pupils’ learning. In the context of the study, the effectiveness of a school can be measured by the academic performance of the pupils. Likewise the model provides specific indicators of effective schools which include strong instructional leadership, safe and orderly learning environment, monitoring of pupils progress, positive home-school relations among others. In the context of the study, these roles are predominantly undertaken by the head teacher. Thus the model provides an opportunity to look into the impact of the head teachers’ role in pupils’ academic performance.
1.12 Conceptual Framework

The purpose of the study was to find out the influence of head teachers' roles on pupils’ academic achievements in public primary schools in Mathioya Sub-county. Specifically, the study looked into head teachers’ instructional supervision, teachers' motivation by Head teachers, provision of teaching/learning resources and head teachers' involvement of parents in schools' academic programs and their effects on pupils academic achievements. These variables are considered influential in good academic performance of pupils in primary schools.

Figure 1.1: Conceptual Framework of the Study

Source: Researcher (2014)
As shown in Figure 1.1, the independent variables of the study included: head teachers instructional supervision, head teachers strategies on teachers’ motivation, head teachers provision of teaching/learning materials and head teachers’ involvement of parents in school academic programs, while dependent variable was pupils’ academic performance. The intervening variable in this study was the government policy. Despite the fact that the head teacher can supervise the instruction delivery, motivate teachers, effectively provide Teaching/learning resources and provide opportunities for parents to participate in school activities, the government policies on education affects the head teachers’ role on academic performance. Government policies such as Free Primary Education led to high enrolment without corresponding increase in both human and physical resources resulting to high teacher-pupil ratio and overstretching the physical facilities. In essence therefore some government policies present challenges which are beyond the head teachers mandate but they may have an effect on academic performance.

1.13 Definition of Operational Terms

Head teachers involvement of parents; Refers to the partnership between the head teachers and parents in school programs to enhance pupils’ academic performance.

Head teacher; Refer to the schools’ chief executive in charge of day to day school management.

Instructional supervision; Refers to the head teachers’ role in ensuring curriculum is effectively implemented.

Teachers’ Motivation; Refers to incentives aimed at enhancing teachers’ performance which in turn affect pupils’ performance.

Public schools; Refers to Schools maintained by funds from the government.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This section reviews existing literature on the influence of head teacher’s role on pupils’ academic performance. The review focuses on the effects of head teachers’ supervision of instructional programs, head teachers’ strategies on teachers’ motivation, head teachers provision of teaching/learning materials, and head teachers parental involvement in school programs on pupils’ academic performance.

2.2 Head Teachers Supervision of Instructional Programs
Instructional supervision determines the effectiveness with which teachers perform their duties. Specifically curriculum supervision by head teachers is paramount as far as pupils’ performance is concerned. Supervision is considered as that dimension or phase of educational administration which is concerned with instructional effectiveness (Okumbe 1998). The head teacher is responsible for monitoring, assessing and evaluating both teachers` and pupils` progress.

According to Wekesa (1993), the head teachers’ supervisory roles lead to effective implementation of curriculum in order to ensure high pupils achievement in the internal and external examinations. The author observes that head teacher’s supervisory role should influence instructional behaviors of teachers directly through supervision of the teaching process and indirectly through developing school level-policies. Further, the head teacher should monitor program implementation at the classroom level, contribute in resource-material development, especially textual materials and program evaluation (Wekesa, 1993).
According to Baffour-Awuah (2011), one of the specific supervisory techniques which are employed by head teachers in the evaluation of teachers and pupils is classroom visitation. The author explains that by doing this the head teacher becomes aware of the problems faced by teachers and pupils in the teaching/learning process and can therefore devise mechanisms to be put in place in order to achieve effective teaching/learning. Classroom visitation may also help head teachers discover individual teacher potentialities that need to be tapped and developed to enhance teaching/learning (Sergiovanni, 2009). Once classroom visitations are made a common practice, and teachers are informed in advance of its purpose, then teachers will accept it as an important supervisory technique and will not look at it as a kind of fault finding (Baffour-Awuah, 2011).

Chiriswa (2002) explains that school administrators, as curriculum supervisors, should ensure that there is adequate evaluation of pupils. In a study on the probable factors responsible for poor performance of KCPE in Vihiga District of Western Province of Kenya Chiriswa (2002) explained that frequent exposure of pupils to tests can improve the examination performance. The study emphasized that the promptness in giving and marking homework assists in identifying areas of weakness to be improved upon. According to the Report on National Committee on Education Objectives and Policy (Republic of Kenya, 1976), one of the ways of ensuring that examinations become an integral part of the learning process is by increasing the use of continuous and progressive testing. Continuous assessment model ensures a systematic collection of marks over a period of time and their aggregation into a final grade. Marks are awarded for class work, homework,
practical work, oral work or/and project work. Administration of tests therefore allows a teacher to rate the effectiveness of his/her teaching methods and enable the pupils to enhance efficiency in learning.

While the role of head teachers in instructional supervision is directly linked to performance, the Kenya’ public education system has been blamed for being unaccountable leading to poor supervision. Poor supervision leads to poor performance due to haphazard curriculum implementation and unprofessional misconduct among teachers such as absenteeism. According to a study carried by the World Bank, Kenya is one of the developing countries where teacher absenteeism is increasingly high which stands at 20% (Kigotho, 2011). The issue is that most teachers stay away from school because there is nothing to fear. “No teachers are ever dismissed for absenteeism” (Kigotho, 2011: 18). This implies that quality teaching/learning time is lost leading to decline in academic performance. The author notes that enforcement of rules for teachers’ attendance is weak where teachers even miss lessons while in school. Apart from weak enforcement of regulations, lack of stiff penalties and distraction by their private businesses also contributes to teachers’ absenteeism.

Though the literature outlines the instructional supervision requirements, there is no empirical evidence that link the head teachers’ ability to conform to instructional supervision requirements and the pupils’ academic performance.

2.3 **Head Teachers’ strategies on Teachers Motivation**

Teacher motivation is critical for pupils learning outcomes. According to Mendez (2011) teacher attitude is the dominant factor explaining teacher and school
performance in their evaluation of a basic education project in Guatemala. In East Africa, Anderson (2001) reports that teachers’ motivation is a key factor in enhancing teachers’ commitment which in turn is an important determinant of learning outcomes. It therefore follows that high teacher motivation leads to positive educational outcomes.

In many developing countries a high proportion of teachers working in public schools are poorly motivated due to a combination of factors such as low morale and job satisfaction, poor incentives, and inadequate controls (Bennell, 2004). Lack of rewards amongst teachers who perform well kills teachers’ morale (Michieka 1994). This means that the Head teachers’ endeavor to motivate teachers always has a bearing on teachers’ performance which influences pupils’ academic performance.

Indicators of poor teachers motivations include; deteriorating standards of professional conduct such as serious misbehavior (in and outside of work), poor professional performance, teacher absenteeism, low time taken on task and limited effort with heavy reliance on traditional teacher-centered practices (Analoui, 2000).

Among the most important motivation factors for teachers’ is providing training and development which can lead to many possible benefits for both individuals and the organization. According to Cole (2002) training can boost the employees’ morale and enhance their confidence and motivation. Further the author argues that well trained employees are able to efficiently utilize resources minimizing waste thus lowering the cost of production. Offering training to employees may also provide a sense of security and enhance employees’ loyalty and consequently lowering turnover. In Kenya, schools often rely on in-service staff development to improve
teachers’ effectiveness. This on-the-job training seeks to instruct teachers in content as well as pedagogy (Republic of Kenya, 2011).

Other teachers’ motivation factors include provision of monetary or non-monetary contribution to well performing teachers by the school and communities through recommendations by the head teacher (Guajardo, 2011). This may consist of housing, food, sometimes stipends and commendation for exemplary performance. Involving of teachers in critical decision making and day to day management of the schools is also part of teachers’ motivation.

Motivation of staff can increase productivity, performance, and loyalty to the institution as staff will feel valued for their work (Kenya Education Staff Institute (KESI), 2011). For the staff motivation to work there needs to be a combination of financial and non-financial incentives to work efficiently. Non-financial incentives involve the school supporting their staff and having a good organizational culture. Giving employees empowerment increases motivation of staff. This can be done through: - Giving more authority, providing extra training, improving resources to inspire staff, and Giving power and responsibility to make decisions. Generally when the staff is motivated there will be increased productivity and good examination results, Increased staff performance, Loyalty to the school, and Increased staff retention (KESI, 2011).

2.4 Head Teachers Provision of Teaching/Learning Materials

Effective teaching depends on the availability of sustainable, adequate and appropriate teaching and learning resources such as text books, laboratories, and laboratory equipments, workshops, library, visual and audio-teaching aids like radio,
television, playground, agricultural farm, and classrooms and so on. Availability of teaching and learning materials increases interaction and effectiveness in the learning process, which in turn leads to good performance of pupils’ in national examinations (Chiriswa 2002).

Studies carried out by Maundu (1986) and Orodho (1996) found out that there is a positive and significant relationship between pupils’ achievement in academics and the level of adequacy of text books. Kombo (1988) argues that of all what we hear and see, we learn only about 10% through our sense of hearing and 80% or more through the sense of sight; we retain 20% of all that we hear, and 50% of what we both see and hear. From this view it would appear that the use of variety of teaching aids or resources can greatly benefit pupils. This is so because varied resources increase the chances of greater perception, understanding, reinforcement and retention of the subject matter. Consequently, it would appear that inadequacy of school facilities would affect the quality of education and subsequently pupils’ academic performance.

Resources are the vital inputs needed to effectively conduct instructional activities at all levels of the educational systems. It is the responsibility of the head teacher to ensure that there are adequate resources to implement the school curriculum. Physical facilities are very important in every school if education is to succeed. These facilities include school buildings and grounds, equipment needed in and incidental to instruction (Olembo, Wanga and Karagu, 1992). One of the duties of a primary school head teacher in Kenya is to procure and manage school resources for effective implementation of the curriculum. Eshiwani (1988) noted that one of the factors that caused poor KCPE performance was lack of learning and teaching
materials which demotivated learners. He also noted that most schools which performed poorly spend less money on the purchase of teaching/learning resources. In dealing with physical facilities a head teacher has to bear in mind where to house the educational program, the population to be served by the facility, and ensure that financial resources are readily available for the school expansion (Eshiwani, 1988).

Campbell, Bridges, Corbally, Nystrand, and Ramseyer (1977) cited one of the Headteachers’ task area as management of physical resources. This includes provision of all the relevant physical facilities, ensuring their proper use and maintenance, authorizing and approving the purchase of all teaching/learning equipment in consultation with the departmental heads.

Mbiti (1974) states that when school equipment and supplies are delayed, teachers cannot be expected to do their work properly. This will lead to poor teaching and poor performance by pupils in national examinations. Ngala (1977) note that in effective schools, teachers and administrators plan, design, research, evaluate and prepare teaching materials as a team and the administrators allocate time and resources consistent with priorities that have been announced. Indosi (1993) argues that the use of Textbooks among other materials raises academic standards and efficiency of a school system.

This study will establish whether Head teachers procure and mobilise educational resources to ensure effective curriculum implementation that guarantee optimum pupils academic performance.
2.5 Head Teachers-Involvement of Parents

Researchers have given attention to the relationships existing between the home and school. According to Lezotte (2001), family involvement is a general term used to describe a myriad of activities, projects, and programs that bring parents together to support pupil learning and schools. Therefore, head teachers should strive to ensure that parents are actively involved in their children’s school activities. These are legitimate approaches for involvement and do not necessarily require adults spending time at the school site (Lezotte, 2001).

Steinberg (2006) demonstrated that the type of parental involvement that has the most impact on pupil performance requires their direct participation in school activities. Steinberg’s (2006) three-year study of 12,000 pupils in nine schools in the US revealed that the following types of community involvement draw parents into the schools physically and are most effective in improving academic achievement: attending school programs, extracurricular activities, conferences, and ‘back to school’ nights. It was concluded that when parents come to school regularly, it reinforces the view in the child’s mind that school and home are connected and that school is an integral part of the whole family’s life.

Eagle (1989) studied the effects of a number of family background factors on pupils’ academic achievement. Eagle concluded that, when social-economic status is controlled, parental involvement in school had the most significant positive impact on pupil achievement. Snow, Barnes and Chandler (2001), in their two-year study of home and school influences on literacy achievement among children from low-income families, found that the single variable most positively connected to all literacy skills was formal involvement in parent-school activities such as PTA
participation, attending school activities, and serving as a volunteer. It is therefore clear those financial factors aside, parental involvement has a significant impact on the success of a school in terms of academic achievement.

The research findings presented above show that parental involvement is an important aspect in determining education outcomes. Therefore, head teachers should strive to ensure that parents are actively involved in their children’s school activities. Onyango (2001) notes that, one of the administrative tasks of a school headteacher is to improve relations with the community, adding that parental attitudes towards the school do make significant differences in children’s performance. Therefore the primary school head teacher has to work for improved relations between the school and community.

2.6 Summary
As it emerges from the literature review, head teachers instructional supervision, staff motivation, provision of teaching/learning materials and head teachers’ parental involvement are critical in success of a school. These factors are largely dependent on the leadership of the head teacher. However, the literature has not particularly linked the four factors on the academic performance. The study sought to show the relationship between instructional supervision, teachers’ motivation, head teachers involvement of parents in school programs, Head teacher’s provision of teaching/learning resources and academic performance of pupils in Mathioya Sub-county. The study explained the impact of head teachers’ leadership role on academic performance of pupils in public primary schools in the Sub-county. Given that the primary schools in the Sub-county receive equal support from the government based on the enrolment, it follows therefore that school leadership may
be the major differentiator in academic performance. This is clearly demonstrated by KCPE result analysis of 2013 were out of 58 schools, 20 managed to attain 250 scores and above and 38 attained less than 250 marks. In essence therefore, the results indicate that leadership practices accounts for the differences in performance.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the research design, target population, sample size and sampling procedures, data collection instruments and procedures, reliability and validity of instruments used as well as the data processing and presentation methods.

3.2 Research Design

The study employed a descriptive survey research design to determine the impact of head teachers’ roles in influencing pupils, academic performance in Public primary schools in Mathioya Sub-county. According to Orodho (2005) descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a selected sample. It is mostly used to collect information about people’s attitudes, opinions, habits or any variety of education or social issues (Orodho, 2005). The design was considered relevant for the study because the researcher intended to collect, analyse and report information as it exists in the field, without manipulation of variables.

In order to establish the influence of head teachers’ roles on pupils’ academic performance, the relationship between head teachers’ roles (instructional supervision, motivation of teachers, provision of teaching/learning materials and parental involvement) and pupil’s academic performance in public primary schools in Mathioya Sub-county was determined. The study used descriptive survey design to collect data on headteachers roles in the primary schools of Mathioya Sub-county and the pupils’ academic performance over a period of six years (2009-2014).
Questionnaires with closed and open ended questions and interviews were used. Pearson’s correlation was then used to determine the direction and strength of the relationship between the head teachers’ roles and pupils’ academic performance. The relationship was determined for each and every head teachers’ role as per the objectives. Instructional supervision practices data as reported by the head teachers and teachers for example and the pupils’ academic performance records of schools was compared to establish how the two relates. If the relationship was negative, then the instructional practices had a negative impact on the pupil’s academic performance and vice versa.

3.3 Research Location
The location of the study was Mathioya Sub-county in Muranga County, Kenya. The Sub-county has 58 public primary schools with a total of 17931 pupils as per the Sub-county Education Officer (EO) Mathioya Sub-county. The 58 public primary schools have a total of 613 teachers. The schools are distributed into 4 zones (Kamacharia, Kiru, Gitugi and Kiriti zones). The choice of the Sub-county was based on the fact that, public primary schools in the Sub-county have been performing poorly over the last 7 years in K.C.P.E. The results provided by the Sub-county education office indicated the Sub-county had a mean score of 225.7 in 2008, while in 2009,2010, 2011, 2012, 2013,2014 the Sub-county had a mean score of 227.3, 226.51, 229.51, 235.72, 240.96, 239.84 respectively. This indicates that the Sub-county hardly attain the minimum 250 mean score in KCPE.
3.4 Target Population

All people under consideration in any field of inquiry constitute a universe or targeted population (Orodho, 2005). The target population for this study consisted of all the 58 head teachers, 613 teachers, and 2318 class 8 pupils in public primary schools, Sub-county Quality Assurance and Standards Officer (Q.A.S.O) and 58 standard eight parents’ representatives in Mathioya Sub-county public primary schools.

3.5 Sample and Sampling Procedures

The sampling procedure used was stratified random sampling. The population was subdivided into strata based on school zones in Mathioya Sub-county. This procedure was appropriate for the study given the fact that performance of public primary schools varies according to the zones. This was because each zone has unique social-economic dynamics as well as educational leadership. Therefore using stratified sampling the researcher ensured that all the characteristics of the population are captured. Mugenda and Mugenda (1999) and (Kothari, 2003) suggested that for descriptive studies, 10-30% percent of the accessible population is enough for the study. In this case 10% of the total number of both teachers and pupils were taken as the sample size. Each stratum (zone) was allocated the sample size proportionately as shown in Table 3.1 and 3.2.
Table 3.1: Distribution of Teachers

<table>
<thead>
<tr>
<th>Zone</th>
<th>Teachers Population by gender</th>
<th>Teachers Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Gitugi</td>
<td>92</td>
<td>64</td>
</tr>
<tr>
<td>Kamacharia</td>
<td>72</td>
<td>97</td>
</tr>
<tr>
<td>Kiru</td>
<td>86</td>
<td>75</td>
</tr>
<tr>
<td>Kiriti</td>
<td>61</td>
<td>66</td>
</tr>
<tr>
<td>Total</td>
<td>311</td>
<td>302</td>
</tr>
</tbody>
</table>

The researcher obtained the list of teachers from the TSC sub-county office. The teachers were numbered as per the zones and the numbers written on different sheets of papers. The papers were put into boxes as per the zones and respondents picked according to the sample size allocated to each zone.

The sample size of the pupils were allocated as per the zones as shown in Table 3.2. The researcher obtained the list of the standard eight pupils from the schools as per the zones. Pupils were numbered as per the zones and the numbers written on different sheets of papers. The papers were put into boxes as per the zones and respondents picked according to the sample size allocated to each zone.

Table 3.2: Distribution for Pupils

<table>
<thead>
<tr>
<th>Zone</th>
<th>Pupils Population by Gender</th>
<th>Pupils Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Gitugi</td>
<td>331</td>
<td>320</td>
</tr>
<tr>
<td>Kamacharia</td>
<td>260</td>
<td>251</td>
</tr>
<tr>
<td>Kiru</td>
<td>334</td>
<td>315</td>
</tr>
<tr>
<td>Kiriti</td>
<td>265</td>
<td>242</td>
</tr>
<tr>
<td>Total</td>
<td>1190</td>
<td>1128</td>
</tr>
</tbody>
</table>
For the sample size of standard eight parents’ representatives and head teachers the study drew a sample size of 18 respondents (18 head teachers and 18 parents’ representatives). This is according to Mugenda and Mugenda (1999) and (Kothari, 2003) who suggests that 10-30% of the accessible population is an adequate sample size for social science studies. In this case 18 parents’ representatives and 18 head teachers’ accounts for 30% of 58 parents’ representatives and 58 head teachers from 58 public primary schools in Mathioya Sub-county. The sample size was allocated as per the population of each zone as shown in Table 3.3.

Table 3.3: Distribution of Head Teachers and Parents

<table>
<thead>
<tr>
<th>Zone</th>
<th>Schools Population</th>
<th>Schools Sample Size</th>
<th>Head teachers sample size</th>
<th>Parents sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gitugi</td>
<td>15</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Kamacharia</td>
<td>16</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Kiru</td>
<td>16</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Kiriti</td>
<td>11</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>58</strong></td>
<td><strong>18</strong></td>
<td><strong>18</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

To choose the individual parents respondents, the researcher obtained the list of standard eight parents’ representatives from the head teachers. The parents were numbered as per the zones and the numbers written on different sheets of papers. The papers were put in boxes as per the zones and respondents picked according to the sample size allocated to each zone. The study also included one Q.A.S.O. In total therefore the study had a total sample size of 329 respondents.
3.6 Research Instruments

3.6.1 Questionnaire

The study used three questionnaires to collect data from head teachers, teachers and pupils. The questionnaire was used for data collection because, as Kiess and Bloomquist (1985) observes, it offers considerable advantages in the administration and presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. In this study a total of two hundred and thirty two (232) pupils, sixty one (61) teachers and eighteen (18) head teachers were expected to participate in the study. Therefore, a questionnaire was ideal since it enabled a quick collection of data from a large number of participants.

The head teachers’ questionnaire had both close ended and open ended questions. The questionnaire sought information on how the head teacher supervises curriculum and the effects of such supervision on academic performance. The questionnaire also sought information on whether the head teacher provides adequate teaching and learning materials, motivates teachers and involve parents in school programs. The effects of each of these head teachers role on academic performance was also be measured.

The teachers’ questionnaire sought to confirm the effects of head teachers’ role in curriculum supervision, provision of materials, and parents’ involvement on academic performance. The questionnaire also sought information on the teachers’ motivation strategies and the subsequent effect of such motivation on academic performance.
The pupils’ questionnaire sought information on the adequacy of resources in their schools, the role of parents in pupils’ academic activities (checking homework, attending meetings in schools). The pupils were also required to indicate if parents provide learning materials. The teachers’ questionnaire provided information on head teachers’ instructional supervision and its effect on academic performance, provision of learning/teaching materials and its impact on academic performance, parental involvement in academic programs by head teachers and how the head teacher motivate teachers.

3.6.2 Interview Guide

An interview guide was used to collect data from the Q.A.S.O and Parents representatives. According to Orodho (2009), interview is ideal in obtaining a deeper insight of a phenomenon. Further, Gay (1992) maintains that interviews give respondents freedom to express their views or opinion and also to make suggestions. The interview to the Q.A.S.O was ideal in this study in soliciting information on the role head teachers play to influence academic performance in Mathioya Sub-county. The Q.A.S.O as a government officer in charge of quality assurance and standards provided information on the effect of head teachers` instructional supervision on academic performance, effect of teachers motivation by head teachers on academic performance, effect of provision of instructional materials by head teachers on academic performance and effect of parental involvement in academic programs on academic performance. Specifically the officer provided information on how the Q.A.S.O ensures that head teachers motivate teachers, involve parent in school academic activities, provide adequate learning/teaching materials and supervise curriculum implementation.
The parents’ interview guide solicited information on how parents are involved in schools programs and the effect of such involvement on academic performance of their children.

3.7 Pilot Study

The researcher pre-tested the questionnaires and interview guides in one public primary school from each zone in Mathioya Sub-county, which were not included in the final sample. Hence a total of four schools were used in the pilot study. The purpose of the pilot study was to enable the researcher to test the reliability and validity of the instruments. The tests ensured that the instruments can consistently provide similar results about the impact of head teachers’ role on pupils’ academic achievement when used repeatedly. Further, the pilot study enabled the researcher to reconstruct the instruments to ensure that they included items that adequately measure the variables of the study.

3.7.1 Reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. The pilot study enabled the researcher to test reliability of the instruments. To establish reliability of the research instruments, Split-Half technique of reliability testing was employed whereby the pilot study respondents were visited once and the questionnaires divided into two equal halves. Then the reliability coefficient was computed using Spearman Brown Prophecy technique. The procedure for Split Half reliability testing entails the following:

\[
(i) \quad r = 1 - \frac{6\sum (d)^2}{N(N-1)}
\]
Where $r$ = Spearman’s reliability coefficient

d = The difference between ranks of pairs of the two variables

$N$ = Number of pairs of observations

(ii) $SH = \frac{2r}{1 + r}$

Where $SH$ is split half,

$r$ = Correlation coefficient

**Source:** Webb, Shavelson and Haertel, (2006)

Using Spearman Brown Prophecy technique reliability of the instrument used by the study was as follows; the head teachers’ questionnaire 0.745, the teachers questionnaire had 0.810 while the pupils questionnaires had a reliability level of 0.792.

### 3.7.2 Validity

Validity is the degree to which a test measures what it purports to be measuring. Validity can also be said to be the degree to which results obtained from and analysis of data actually represent the phenomenon under investigation (Orodho, 2005). The researcher tested both face and content validity of the questionnaire.

Face validity refers to the likelihood that a question will be misunderstood or misinterpreted. According to Wilkinson (1991), pre-testing a survey is a good way to increase the likelihood of face validity. The pilot study was thus used to identify those items that could be misunderstood, and such items were modified accordingly, thus increasing face validity. Content validity refers to whether an instrument provides adequate coverage of a topic. Expert opinions, literature searches, and pre-testing of open-ended questions help to establish content validity (Wilkinson, 1991).
The researcher prepared the instruments in close consultation with his supervisors, and ensured that the items in the questionnaire cover all the areas under investigation. Best & Khan (1993), point out that content validity of the research instruments is enhanced through expert judgment. The researcher’s supervisors and lecturers, as experts, helped to assess the validity of instruments.

3.8 Procedures for Data Collection

Research permit was obtained from the National commission for science, technology and innovation as required by the law. The researcher then visited Muranga County education offices and Mathioya Sub-county Education Office and requested for an introductory letter to schools. The selected schools were visited and the questionnaires administered to respondents. The researcher fully assured the respondents of strict confidentiality in treating their responses. The researcher personally delivered the questionnaires to the respondents and made arrangement to personally collect them after filling in. The researcher collected all the questionnaires on the same day of their administration. Appointments were booked with head teachers on appropriate dates when questionnaires were being administered. Interview schedules were done face to face after making appointments with the respondents.

3.9 Procedures for Data Analysis

After all the data was collected, data cleaning was done in order to identify any inaccurate, incomplete, or unreasonable data and then improve the quality through correction of detected errors and omissions. After data cleaning, the data was coded and entered in the computer for analysis. Data analysis procedures employed involved both quantitative and qualitative procedures. Quantitative data was
analysed using descriptive statistics such as frequency counts, means and percentages. Quantitative data analysis required the use of a computer spreadsheet, and for this reason the Statistical Package for Social Sciences (SPSS) was used. Descriptive data such as frequencies, percentages and mean were generated and presented into pie charts, frequency tables and bar graphs.

The inferential statistics were computed in the study using Pearson’s Correlation. The correlations provided the strength and the direction of the relationship between instructional supervision, provision of teaching/learning materials, teachers’ motivation and parental involvement in school academic programs as independent variables and academic performance as dependent variable.

Qualitative data was analyzed qualitatively using content analysis. The responses were grouped into themes according to the objectives of the study. Further, analysis was conducted to derive meanings and implications emanating from respondents’ information and comparing responses to documented data on the impact of head teachers’ role on pupils’ academic performance. The qualitative data was presented thematically in line with the objectives of the study.

3.10 Logistical and Ethical Considerations

The respondents were contacted a week prior to carrying out both the pilot and actual study and their consent obtained. The researcher used phone calls to make such contacts. During the field work the researcher used public transport to access the respondents.
For the participants to make an informed decision whether to participate in the study or not, they were informed about the objectives and significance of the study and where they were in doubt clarifications were made. The choice to participate in the study or not, was respected. They were also assured of confidentiality of the information they provided by making them understand that the data collected was for academic purpose only. In the course of the study the respondents were not required to provide any form of identification such as names or employment numbers.
CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents, interprets and discusses the data collected during the field work. The data was presented according to the objectives of the study. The objectives of the study include: To assess how head teacher’s instructional supervision affects pupils’ academic performance in public primary schools in Mathioya sub-county; determine how strategies used by head teachers to motivate teachers affects pupils’ academic performance in public primary schools in Mathioya sub-county; evaluate how head teachers provision of teaching/learning materials affects pupils’ academic performance; assess how head teachers involvement of parents in school academic programs affects pupils academic performance in public primary schools in Mathioya sub-County.

4.2 General and Demographic Information

4.2.1 General Information

The study interviewed 1 Q .A. S.O, 16 head teachers, 48 teachers, 200 pupils and 15 parents. The total number of participants was 280 against a proposed sample size of 329. Therefore the study’s response rate was 85%.

4.2.2 Demographic data

The participants were drawn from Mathioya sub-county in Muranga County. Using stratified and simple random sampling the participants were drawn from the four educational zones namely; Gitugi, Kamacharia, Kiru and Kiriti. The distribution is as shown in Table 4.1.
Table 4.1: Participants Distribution Per Zone

<table>
<thead>
<tr>
<th>Zone</th>
<th>Head teacher participants</th>
<th>Teachers participants</th>
<th>Pupils participants</th>
<th>Parents Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gitugi</td>
<td>5</td>
<td>12</td>
<td>52</td>
<td>4</td>
</tr>
<tr>
<td>Kamacharia</td>
<td>5</td>
<td>13</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Kiru</td>
<td>4</td>
<td>13</td>
<td>52</td>
<td>4</td>
</tr>
<tr>
<td>Kiriti</td>
<td>2</td>
<td>10</td>
<td>46</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>48</strong></td>
<td><strong>200</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

The gender distribution of the participants indicated that majority (Figure 4.1) of the head teachers were male in Mathioya Sub-county. However the study found no relationship between gender distribution and the impact of head teacher’s role in academic achievements of the pupils.

![Gender Distribution of the Head teachers](image)

**Figure 4.1: Gender Distribution of the Head teachers**

The study also found out that half of the head teachers in Mathioya Sub-County were between the ages of 40-50 years.
The study intended to find out the experience of participating head teachers. This was to establish whether the participants had adequate experience to understand the role of head teachers.

The results are as shown in Figure 4.3 where majority had an experience of 5 years and above. Only a quarter of the participant had less than 5 years experience as head teachers. It follows therefore the participants had adequate knowledge of the role of the head teacher.
The participants were requested to indicate the number of years they have worked in their current station. This was to further confirm whether the head teachers were conversant with the individual schools they were heading.

**Figure 4.4: Number of Years Worked in the Current Station**

The results of the findings as shown in Figure 4.4 reveals that half of the participants had been working in their current stations between 5-10 years while less than a quarter had worked for less than five years. However none had worked in their current station for more than 16 years. This implies that the participating headteachers were well conversant with the performance of the schools on behalf of which they were responding.

**4.2.3 Academic Performance of the Participating Schools**

The study investigated the influence of head teachers’ roles on pupils’ academic achievement in Mathioya Sub-County. The pupils’ academic achievements were measured by analyzing the KCPE results in terms of mean score for a period of six years. The results of the analysis is indicated in Table 4.2.
Table 4.2: K.C.P.E Performance in Participating Schools

<table>
<thead>
<tr>
<th>Mean Score</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Below 200</td>
<td>6</td>
<td>38</td>
<td>2</td>
<td>13</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>200-249</td>
<td>10</td>
<td>63</td>
<td>12</td>
<td>75</td>
<td>13</td>
<td>81</td>
</tr>
<tr>
<td>250-299</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>13</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>250-349</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>300-399</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>400-449</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>450 and above</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
<td>16</td>
<td>100</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

The results indicates that majority of the participating schools have over the last six years been obtaining a mean score below the pass mark which is 250 marks. It follows therefore that the pupils in the participating schools have been performing poorly.

4.3.1 Instructional Supervision and Pupils’ Academic Performance

The first objective of the study was to assess how head teacher’s instructional supervision affects pupils’ academic performance in public primary schools in Mathioya sub-county. The results are indicated in Table 4.3
Table 4.3: Instructional Supervision

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes Frequency</th>
<th>Yes %</th>
<th>No Frequency</th>
<th>No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspect teachers lesson plans and schemes</td>
<td>16</td>
<td>100.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hold staff meetings</td>
<td>16</td>
<td>100.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Inspect teachers maintenance of records of work</td>
<td>16</td>
<td>100.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Check pupils’ note books</td>
<td>16</td>
<td>100.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Inspect pupils’ attendance register</td>
<td>14</td>
<td>87.5%</td>
<td>2</td>
<td>12.5%</td>
</tr>
<tr>
<td>Supervise teachers attendance</td>
<td>16</td>
<td>100.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Established testing policy</td>
<td>14</td>
<td>87.5%</td>
<td>2</td>
<td>12.5%</td>
</tr>
<tr>
<td>Monitoring teachers coverage of syllabus</td>
<td>16</td>
<td>100.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

All the head teachers indicated that they held staff meetings, inspected teachers lesson plans and schemes of work, inspect teachers’ maintenance of record of work, checked pupils note books, supervised teachers attendance and monitored teachers coverage of the syllabus. However less than 12.5% of the respondents indicated that they did not inspect pupil’s attendance registers and had not established a testing policy.

To verify the response of the head teachers, teachers were also required to indicate whether head teachers carry out instructional supervision.
Table 4.4: Teachers Responses on the Head Teachers’ Instructional Supervision

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspects Lesson plans</td>
<td>Yes: 48</td>
</tr>
<tr>
<td>Inspects Records of work</td>
<td>Yes: 48</td>
</tr>
<tr>
<td>Inspects Schemes of work</td>
<td>Yes: 48</td>
</tr>
<tr>
<td>Inspects Pupils’ exercise books</td>
<td>Yes: 48</td>
</tr>
<tr>
<td>Inspect Class registers</td>
<td>Yes: 43</td>
</tr>
<tr>
<td>Inspects teaching during lessons</td>
<td>Yes: 48</td>
</tr>
<tr>
<td>Audit syllabus coverage</td>
<td>Yes: 48</td>
</tr>
</tbody>
</table>

All the participating teachers indicated that head teachers inspects lesson plans, inspects records of work, inspects schemes of work, inspects pupils’ exercise books, inspects’ teaching during lessons and audit syllabus coverage. However, only five out of 48 teachers indicated that head teachers do not inspect class registers. It follows therefore that majority of the head teachers in Mathioya Sub-County carries out most of the instructional supervision activities in their schools.

On the impact of instructional supervision on the pupils’ academic achievements head teachers were requested to indicate the effect of each instructional supervision activity on the pupils’ academic performance. The head teachers indicated that, holding of staff meetings have gradually improved on performance in all classes, inspection of teachers’ lesson plans have improved performance on individual subjects, while inspection of maintenance of record of work ensures coverage of the syllabus. By checking the note books head teachers ensured pupils completed their homework while inspecting pupils’ attendance registers reduces truancy. The summary of the results are as shown in Table 4.5.
Table 4.5: Effects of Instructional Supervision

<table>
<thead>
<tr>
<th>Instructional Supervision Activities</th>
<th>Effect of instructional supervision on Pupils academic Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holding Staff Meetings</td>
<td>Offers discussion forums and improves on performance in all classes, 98</td>
</tr>
<tr>
<td>Inspect teachers lesson plans and schemes of work</td>
<td>Improves on individual subjects performance, 89</td>
</tr>
<tr>
<td>Inspect teachers maintenance of record of work</td>
<td>Ensures pupils are taught what is allocated for each term and get time to revise, 56</td>
</tr>
<tr>
<td>Check pupils note books</td>
<td>Ensures pupils finishes their homework, books are marked, 79</td>
</tr>
<tr>
<td>Inspect pupils attendance register</td>
<td>Inspecting pupils’ attendance register reduces truancy, 89</td>
</tr>
<tr>
<td>Supervise teachers attendance</td>
<td>Pupils receive well prepared and pupils’ centered lessons /ensures coverage of syllabus, 97</td>
</tr>
<tr>
<td>Established testing policy</td>
<td>Pupils get quality grades and are motivated to revise, 96</td>
</tr>
<tr>
<td>Monitors teachers coverage of the syllabus</td>
<td>Ensures adequate coverage of syllabus, Improves planning, 95</td>
</tr>
</tbody>
</table>

The head teachers were also requested to indicate how they monitor teachers’ attendance in class as a form of instructional supervision. The participants were required to indicate whether they use any or all of the methods provided. The results are as shown in Table 4.6.
All the respondents indicated that class visitation and teachers registers are used to monitor teachers’ attendance. However none of the teachers indicated that pupils report on teachers’ attendance was a teacher monitoring tool. Likewise none of the head teachers indicated that they have no means of monitoring. The effect of monitoring teachers’ attendance according to the head teachers was to ensure effective coverage of the syllabus.

The findings of the study on instructional supervision correspond with the reviewed literature. As the findings indicate, the head teachers in Mathioya Sub-County carries out instructional supervision through holding staff meetings, inspecting teachers’ lesson plans and schemes of work, inspecting teachers’ maintenance of record of work, checking pupils note books, inspecting pupils attendance registers, supervising teachers attendance, establishing testing policy, monitoring teachers coverage of the syllabus and class visitations. Such activities have gradually improved the performance in Mathioya Sub-county as shown in Table 4.2 where school with a mean score of below 200(two hundred) have decreased from 38% to zero. The results also shows that schools that have attained a mean score of 250 and above have increased from 63% to 88%. A Previous study by Wekesa (1993)

<table>
<thead>
<tr>
<th>Methods</th>
<th>Yes Frequency</th>
<th>Yes %</th>
<th>No Frequency</th>
<th>No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Visitation</td>
<td>16</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Request pupils to report on teachers attendance</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Teachers Registers</td>
<td>16</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No means of monitoring</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>
indicates that supervision lead to effective implementation of curriculum in order to ensure high pupils achievements in the internal and external examinations.

The study also found out that class visitation is among the methods used by all the head teachers in Mathioya Sub-County to monitor teachers’ class attendance. Correspondingly, a study by Baffour-Awuah (2011), observed that one of the specific supervisory techniques which is employed by head teachers in the evaluation of teachers and pupils is classroom visitation. The study further found out that more than 87% of the head teachers have testing policies in their schools. According to the findings 96% of the head teachers as shown in Table 4.5 indicated that the testing policy impact positively on the pupils academic achievements since pupils get quality grades and are motivated to revise. These findings correspond with Chiriswa (2002) who found out that adequate evaluation of pupils improve the performance of pupils in external examinations.

On monitoring of teachers attendance, the study found out that all the head teachers uses class visitation and teachers registers. The impact of monitoring teachers’ attendance on pupils’ academic achievements according to 98% of the head teachers (Table 4.5) was to ensure that teachers covers their syllabus on time. This finding is supported by Kigotho (2011) who observed that teachers absenteeism result to lost quality teaching/learning time and consequently a decline in academic performance.

### 4.3.2 Impact of Instructional Supervision on Pupils Academic Performance

The teachers were requested to indicate the extent to which head teachers’ instructional supervision impacted on the pupils’ academic performance. A five likert scale question was used. The results were as shown in Table 4.7
The findings revealed that head teachers’ instructional supervision impacts positively on the pupils’ academic performance to a very great extent according to 90% of the teachers. Further 8% indicated that head teachers instructional supervision impacted on pupils’ academic performance to a great extent. The findings are supported by the improvement of performance in Mathioya where in 2007 none of the participating schools had attained a mean score of 250 K.C.P. E performances, but in 2013, 13% of the participating schools had attained a mean score of 250-290 as indicated in Table 4.2.

The opinion of the teachers on the impact of head teachers’ role was also supported by the Q.A.S.O. According to the officer ‘the head teachers’ instructional supervision in Mathioya sub-county had improved especially in 2013 and 2014. This had improved the academic performance in the sub county. The improved instructional supervision has been attained due to my constant visit to schools and regular training of the head teachers’. The QASO opinion is supported by the improved academic performance as shown in Table 4.2 where 13% of the participating schools attained 250 mean score compared to 2007 where none of the participating schools attained 250 mean score.
A further assessment of the impact of instructional supervision on academic performance was shown by computing Pearson’s correlation.

Table 4.8: Results of Between Headteacher Instructional Supervision and Pupil Academic Performance

<table>
<thead>
<tr>
<th>Instructional supervision</th>
<th>Pearson Correlation</th>
<th>Significance (2 tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.149</td>
<td>0.000</td>
<td>16</td>
</tr>
</tbody>
</table>

Table 4.8 shows that instructional supervision had an influence on the academic performance. Considered alone the variable had a significant level of 0.000 which indicate an association of between instructional supervision and academic performance. Further, the results indicate that the correlation coefficient between instructional supervision and academic performance was 0.149. This implies that a unit change in instructional supervision alone had a corresponding change in academic performance by 0.149. This further, support the improved performance where the participating schools with less than 200 mean score in K.C.P.E reduced from 38% in 2007 (Table 4.2) to zero in 2014. In addition the schools with a mean score of 250 increased from zero in 2007 to 13% in 2014.

4.4 Teachers Motivation

The second objective was to determine how strategies used by head teachers to motivate teachers affect pupils’ academic performance in public primary schools in Mathioya sub-county. The head teachers were requested to indicate the strategies they use to motivate teachers. The results are presented in table 4.9.
Table 4.9: Strategies Used to Motivate Teachers

<table>
<thead>
<tr>
<th>Teachers Motivation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Tours and Visit</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Recommendations for teachers promotions</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Award teachers whose subjects have shown excellent performance in national exams</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Ten o’clock tea</td>
<td>14</td>
<td>88</td>
</tr>
</tbody>
</table>

All the head teachers indicated that the common ways of motivating teachers by the head teachers was recommendations for teachers’ promotion and awarding of teachers whose subjects have been performed well. Similarly, majority of the head teachers provided the ten o’clock tea. The least used way of motivating the teachers was tours and visits.

To verify the findings, teachers were requested to answer a similar set of questions indicating how the head teachers motivated them. The result of the findings are indicated in Table 4.10

Table 4.10: Strategies used to Motivate Teachers

<table>
<thead>
<tr>
<th>Teachers Motivation</th>
<th>Yes Frequency</th>
<th>%</th>
<th>No Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tours and Visit</td>
<td>8</td>
<td>17</td>
<td>40</td>
<td>83</td>
</tr>
<tr>
<td>Recommendations for teachers promotions</td>
<td>48</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Award teachers whose subjects have shown excellent performance in national exams</td>
<td>48</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ten o’clock tea</td>
<td>14</td>
<td>29</td>
<td>34</td>
<td>71</td>
</tr>
</tbody>
</table>
Correspondingly, majority of the teachers indicated that recommendations for promotion and awarding of teachers for pupils excellent performance in national examinations were the common ways of motivating teachers.

Further on motivation, teachers were required to indicate whether the head teacher involves them in critical decision making in schools. The results are as indicated in Figure 4.5

**Figure 4.5: Teachers Involvement in Critical Decision Making**

The findings revealed that majority of the teachers were involved in decision making. However, 12% indicated that they were not involved in critical decision making.

As to the impact of motivation of teachers both teachers and head teachers were requested to indicate the effect of teachers’ motivation on the pupils’ academic achievements. The results are summarized in Table 4.11.
Table 4.11: Effects of Teachers Motivation on Academic Performance

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Effect of Teachers Motivation</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>Motivated teachers are able to deliver content better</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Teachers compete among subjects improving performance</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Enhances teachers morale to teach</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Pupils benefit from improved teacher-pupils contact</td>
<td>98</td>
</tr>
<tr>
<td>Teachers</td>
<td>Teachers feels appreciated</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Teachers benefit directly from incentives such as lunch and promotions and able to work well</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings revealed that teachers’ motivation has a positive impact on pupils’ academic achievements through improved content delivery, healthy competition among teachers based on the subjects they teach. Teachers’ motivation also enhances teachers’ morale and increase teacher-pupils contact thus improving on academic achievement of the pupils. Teachers also feels appreciated and benefit directly from the incentives and are able to work well thus impacting positively on the pupils’ academic achievements.

On teachers motivation the Q.A.S.O indicated that: “head teachers have been encouraged to motivate teachers through recommending well performing teachers for promotion, occasional tours and involving them in critical decision of the school. While the head teachers have been motivating teachers through promotions and tours, involvement of teachers in critical decision have not been fully attained. This is because of internal wrangles which in turn affect academic performance in Mathioya”. The QASO opinion have been supported by the fact that 12% of teachers indicated that they are not involved in critical decision.
The findings of the study are supported by the reviewed literature. The study reveals that the head teachers’ motivation strategies include awarding teachers whose subjects have been exemplarily performed, recommending teachers for promotion and providing food. This finding is supported by Guajardo (2011), who observed that teachers’ motivation factors include provision of monetary or non-monetary awards to well performing teachers. This may consist of housing, food, sometimes stipends and commendation for exemplary performance.

Further, the study found that 88% (Figure 4.5) of teachers are involved in critical decision making as means of empowering and motivating them. This finding corresponds with Guajardo (2011) that involving of teachers in critical decision making and day to day management of the schools is also part of teachers’ motivation.

On the impact of teachers’ motivation the study found out that teachers’ motivation has a positive impact on pupils’ academic achievement through improved content delivery, healthy competition among teachers based on the subjects they teach. Teachers’ motivation also enhances teachers’ morale and increases teacher-pupils contact thus improving academic achievement of the pupils. The finding is supported by Anderson (2001) who reports that teachers` motivation is a key factor in enhancing teachers’ commitment which in turn is an important determinant of learning outcomes.
4.4.1 Impact of Teachers Motivation on Pupils Academic Performance

The teachers were requested to indicate the extent to which teachers’ motivation impacted on the pupils’ academic performance. A five likert scale question was used. The results were as shown in Table 4.12 below.

<table>
<thead>
<tr>
<th>Item</th>
<th>Very great extent</th>
<th>Great extent</th>
<th>Neutral</th>
<th>Little extent</th>
<th>Very little extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers motivation</td>
<td>80%</td>
<td>10%</td>
<td>0</td>
<td>10%</td>
<td>0</td>
</tr>
</tbody>
</table>

The findings revealed that teachers’ motivation had a positive impact on the pupils’ academic performance to a very great extent according to 80% of the teachers. Further 10% indicated that teachers’ motivation impacted on pupils’ academic performance to a great extent. However 10% of the teachers indicated that teachers’ motivation had impact on the academic performance to a little extent. This may be explained by the fact that 12% (Figure 4.5) of the teachers indicated that they were not involved in critical decision as a form of motivation. The findings are also supported by the improvement of performance in Mathioya where in 2009 none of the school had attained a mean score of 250, but by 2013, 13% of the schools had attained a mean score of between 250-290 as shown in Table 4.2.

To further establish the impact of teachers’ motivation by head teachers, a Pearson’s correlation coefficient was computed. Table 4.13 presents the results of Pearson’s correlation coefficient between teacher’s motivation and academic performance of the pupils.
The results indicate that teachers’ motivation had an effect on academic performance in Mathioya. The motivation variable had a significant level of 0.000 indicating an association between teachers’ motivation and academic performance. The correlation coefficient between the two variables was 0.114 implying that as teachers’ motivation changes by a unit there is a corresponding change in pupils’ academic performance by 0.114.

### 4.5 Provision of Teaching/Learning Materials

The third objective of the study was to evaluate how head teachers provision of teaching/learning materials affects pupils’ academic performance in Mathioya sub-county. As shown in Figure 4.6 98% indicated they do not provide enough materials.
The head teachers were requested to indicate the effect of specific materials. Since majority indicated they are unable to provide adequate materials they commented on the effect of inadequacy of specific teaching and learning materials as shown in Table 4.14.

Table 4.14: Effects of inadequate Teaching/learning Materials on Pupils Academic Performance

<table>
<thead>
<tr>
<th>Teaching/learning materials and facilities</th>
<th>Effects of inadequacy of teaching/learning materials on academic performance</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus guide books</td>
<td>Teachers are unable to teach within the syllabus and prepare properly hence lessons were poorly taught</td>
<td>98</td>
</tr>
<tr>
<td>Text books</td>
<td>Pupils are unable to finish homework negatively affecting their performance</td>
<td>100</td>
</tr>
<tr>
<td>Teaching/learning Aids</td>
<td>Teachers offers teacher-centred lessons</td>
<td>88</td>
</tr>
<tr>
<td>Class rooms</td>
<td>Inadequate class rooms presents un-conducive learning environment</td>
<td>78</td>
</tr>
<tr>
<td>Desks</td>
<td>Inadequate desks presents challenges to the learners</td>
<td>76</td>
</tr>
</tbody>
</table>
The findings indicate that lack of adequate teaching/learning materials have had a negative impact on the academic achievements of the pupils in Mathioya Sub-County. This is indicated by the fact that lack of syllabus guide books limits the teachers’ ability to prepare adequately and teach within the syllabus. Likewise lack of adequate text books limits the ability of pupils to finish their homework thus compromising their academic achievements. Lack of teaching/learning aids materials results in teacher-centered learning reducing pupils to passive learners while inadequate classrooms and desks presents a challenging learning environment.

Pupils were also requested to indicate whether head teachers provided enough materials. Specifically the pupils were asked to indicate how many they are in a class and how they share text books. As shown in Figure 4.7, 30% of the pupils indicated that they are in a class of 40-60 pupils an indication of lack of enough classrooms.

![Figure 4.7: Number of Pupils in a Class](image)
Further pupils were requested to indicate how they share text books at school. The pupils were to indicate how many of them share a text in each subject. The results are as shown in Table 4.15

**Table 4.15: Sharing of Text Books**

<table>
<thead>
<tr>
<th>Text books Sharing Ratio</th>
<th>1:1</th>
<th>1:2</th>
<th>1:3</th>
<th>1:4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>23</td>
<td>11.5</td>
<td>38</td>
<td>19</td>
</tr>
<tr>
<td>English</td>
<td>30</td>
<td>15</td>
<td>36</td>
<td>18</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>21</td>
<td>10.5</td>
<td>37</td>
<td>19</td>
</tr>
<tr>
<td>Science</td>
<td>19</td>
<td>9.5</td>
<td>38</td>
<td>19</td>
</tr>
<tr>
<td>S. Studies</td>
<td>10</td>
<td>5</td>
<td>39</td>
<td>20</td>
</tr>
<tr>
<td>C.R.E</td>
<td>40</td>
<td>20</td>
<td>23</td>
<td>12</td>
</tr>
</tbody>
</table>

The findings revealed that majority of the pupils share text at a ratio of 1:3 in all subjects. This implies that there is a shortage of text in all subjects taught. As shown in Table 4.14 the effect of shortage of text books results into pupils being unable to finish their home work. In essence therefore lack of textbooks impacts negatively on the pupils’ academic achievements.

These findings correspond with reviewed literature. The finding that lack of adequate teaching/learning materials has had a negative impact on the academic achievement of the pupils in Mathioya Sub-County is supported by Chiriswa (2002) who observed that availability of teaching and learning materials increases interaction and effectiveness in the learning process, which in turn leads to good performance of pupils’ in national examinations.
On specific teaching/learning materials the findings revealed that 100% (Table 4.14) of the head teachers indicated that lack of adequate text books limits the ability of pupils to finish their homework in Mathioya sub-county thus compromising their academic achievements. The finding corresponds with earlier findings by Maundu (1986) and Orodho (1996) that there is a positive and significant relationship between pupils’ achievements in academics and the level of adequacy of text books. Likewise the study found out that 88% (Table 4.14) of the head teachers said that lack of teaching/learning aids materials results in teacher-centered learning. These finding corresponds with Kombo (1988) who argued that 80% of learning happens through the sense of sight and only 10% through hearing. Consequently lack of varied teaching aids can negatively affect pupils’ academic achievements.

On the classrooms and other physical facilities 78% (Table 4.14) of the head teachers’ indicated that pupils in Mathioya Sub-county have inadequate class rooms and desks which have negatively affected their academic performance. This corresponds with Olembo,Wanga and Karagu, ( 1992) who explains that physical facilities including school buildings, grounds and equipments which are incidental to instructions are very important in every school if education is to succeed.

4.5.1 Impact of Provision of Teaching/Learning Materials on Pupils Academic Performance

The teachers were requested to indicate the extent to which lack of adequate teaching/learning material impacted negatively on the pupils’ academic performance. A five likert scale question was used. The results were as shown in Table 4.16.
The findings revealed that inadequate teaching/learning materials had a negative impact on the pupils’ academic performance. According to 88% of the teachers’ lack of adequate teaching learning materials impacted to very great extent on pupils’ academic performance. This can be explained by low provision of teaching/learning material as indicated by Figure 4.6 where 98% of the head teachers indicated that they do not provide adequate teaching/learning materials. The findings correspond with the findings in Table 4.2 on academic performance in Mathioya where 88% of the school had not attained 250 mean score as required. Specifically the pupils: book ratio was 1:3 compared to the ideal of 1:1.

The findings were also supported by the Q.A.S.O who indicated that "most of the schools do not have enough teaching /learning materials as required which have affected the academic performance. The reason for low provision is due to inadequate allocation of resources from the government and the inability of parents to fill the gap’. The sentiments are supported by the findings that 98% of the head teachers indicated that they do not provide adequate teaching/learning materials especially text books where the ratio is 1:3.

The impact of provision of teaching/learning materials on the pupils’ academic performance was also shown by computing Pearson’s correlation coefficient as shown in Table 4.17.
Table 4.17: Correlation Coefficient

<table>
<thead>
<tr>
<th>Provision of teaching/learning materials</th>
<th>Pearson Correlation</th>
<th>Significance (2 tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.557</td>
<td>0.000</td>
<td>16</td>
</tr>
</tbody>
</table>

The results as presented in table 4.17 indicate that the variable had an impact on the academic performance. The significant level was 0.000 indication of an association between provision of materials and pupils academic performance. The coefficient between the variables was 0.557 implying that a unit change in provision of materials resulted in change in pupils’ academic performance of 0.557.

4.6 Head Teachers’ Involvement of Parents in School Academic Programs

The fourth objective of the study was to assess how head teachers involvement of parents in school academic programs affects pupils’ academic performance in public primary schools in Mathioya sub- County. To achieve the objective, the head teachers were required to indicate how they involve parents in the academic programs. The result are shown in Table 4.18.

Table 4.18: Involvement of Parents in School Programs

<table>
<thead>
<tr>
<th>Involvement of Parents in School programs</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending school programs</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Parent meetings</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Guiding pupils in their homework and signing school Diary at home</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Others (Specify) Stakeholders Meetings</td>
<td>2</td>
<td>14</td>
</tr>
</tbody>
</table>

59
The findings revealed that all the participants involved parents in attending school programs and parent meetings. Further, the head teachers involve parents in guiding pupils in their homework. Other involvement includes inviting parents for stakeholders meetings. The effect of involving parents according to the head teachers are summarized in Table 4.19.

<table>
<thead>
<tr>
<th>Effect of Parental involvement in Academic Matters</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils of Parents that get involved do better than those who do not agree</td>
<td>10</td>
<td>63</td>
</tr>
<tr>
<td>Parent involvement enhances follow up and improve performance</td>
<td>11</td>
<td>69</td>
</tr>
<tr>
<td>Pupils improve on performance since they are motivated by both teachers and parents</td>
<td>13</td>
<td>81</td>
</tr>
<tr>
<td>Pupils feel guaranteed to progress with their post primary education if the parents are involved</td>
<td>9</td>
<td>56</td>
</tr>
<tr>
<td>Parents owns the academic process of the pupils thus improving performance</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Parents gain positive attitude towards the school and education in general</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>Parents contributes towards upgrading the standard of the schools</td>
<td>13</td>
<td>81</td>
</tr>
<tr>
<td>Improves the relationship between teachers and parents</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings revealed that involvement of parents has a positive effect on the performance of pupils. The positive effects are follow up on pupils performance, motivation by parents, parent ownership of the academic process and the school, parents appreciate importance of education, parents contributes towards the school improvement and improved teachers- parents relationship.
To ascertain the level of involvement of parents in pupils’ academic achievement, the pupils were required to indicate whether their parents were involved in academic matters. The results are shown in Table 4.20.

### Table 4.20: Ways in Which Parents are Involved in Academic Matters

<table>
<thead>
<tr>
<th>Parental involvement</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent assist in Homework</td>
<td>42</td>
<td>21</td>
<td>158</td>
<td>79</td>
</tr>
<tr>
<td>Parent attend school meetings to discuss</td>
<td>179</td>
<td>89.5</td>
<td>21</td>
<td>10.5</td>
</tr>
<tr>
<td>academic performance</td>
<td>163</td>
<td>81.5</td>
<td>37</td>
<td>18.5</td>
</tr>
<tr>
<td>Parent provide text books</td>
<td>183</td>
<td>91.5</td>
<td>17</td>
<td>8.5</td>
</tr>
</tbody>
</table>

The findings revealed that majority of pupils do not receive any assistant from parents with their homework. However, majority of the students indicated that parents attend school meetings to discuss academic performance, provides text books and writing materials.

It is clear that few parents assist their children with homework. Out of 200 pupils 79% indicated that they do not receive any assistance. The pupils were requested to indicate why they are not assisted by their parents with their homework. The reasons for lack of assistance are summarized in Table 4.21.
Table 4.21: Pupils Responses on why they do not receive assistance with homework

<table>
<thead>
<tr>
<th>Reason why Pupils are not Assisted with Homework</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The parents are busy</td>
<td>75</td>
<td>47</td>
</tr>
<tr>
<td>The parents cannot read or write</td>
<td>39</td>
<td>25</td>
</tr>
<tr>
<td>Homework is the responsibility of pupils not parents</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>If assisted with homework the pupils will be used to being helped and may fail examination</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Pupils want to do their work without involving parents</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>If assisted pupils become lazy with school work</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>158</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.6.1 Impact of Parents involvement on pupils academic performance

The teachers were requested to indicate the extent to which parental involvement impacted on the pupils’ academic performance. A five likert scale question was used. The results were as shown in Table 4.22.

Table 4.22: Impact of Parents Involvement on Pupils Academic Performance

<table>
<thead>
<tr>
<th>Item</th>
<th>Very great extent</th>
<th>Great extent</th>
<th>Neutral</th>
<th>Little extent</th>
<th>Very little extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents’ involvement</td>
<td>40%</td>
<td>15%</td>
<td>0</td>
<td>45%</td>
<td>0</td>
</tr>
</tbody>
</table>

The findings revealed that parents’ involvement had positive impact on the pupils’ academic performance to a very great extent according to 40% of the teachers. Further 15% indicated that parents’ involvement impacted on pupils’ academic performance. However 45% of the teachers indicated that parents’ involvement had
little impact on the academic performance. This can be explained by the findings in Table 4.21 which indicated that 79% of the pupils indicated that they do not receive help from their parents on homework. The findings can further explain poor academic performance in Mathioya where 88% of the school had not attained 250 mean score as required.

The impact of parental involvement (considered a lone) on the pupils’ academic performance was established by conducting Pearson’s correlation coefficient.

**Table 4.23: Correlation Coefficient between Parents Involvement and Pupils academic performance**

<table>
<thead>
<tr>
<th>Parents Involvement</th>
<th>Pupils Academic Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>0.229</td>
</tr>
<tr>
<td>Significance (2 tailed)</td>
<td>0.000</td>
</tr>
<tr>
<td>N</td>
<td>16</td>
</tr>
</tbody>
</table>

The results in Table 4.23 shows that there was an impact of parents’ involvement on the academic performance. The significant level was 0.000 indicating an association between the two variables. The correlation coefficient indicates that a unit change in parents’ involvement had a corresponding change in academic performance of 0.229.

Lack of assistance is mainly attributed to high illiteracy among parents, parents being busy and the pupils’ attitude towards getting assistance from parents in their school work. It is clear therefore that though the head teachers in Mathioya involves parents in school programs, invite them for parent meetings and advise them to guide pupils in school work, the parents’ factor is an impediment. In essence
therefore the poor performance in Mathioya Sub-County is a result of parent not cooperating as they should despite the head teachers effort to involve them.

Apart from pupils and head teachers the study sought the opinion of the parents on involvement of parents in school programs. The parents were class eight parents’ representatives. According to one parents ‘the head teacher invites the parents to meetings during the end of term, parents are also requested to contribute in improvement of the school infrastructures, provide instructional materials and motivation of both teachers and pupils” (Parent 1).

Another parents further reported that “the head teacher always encourage parents to check pupils work and sign the pupils’ diary, this ensure that pupils do their homework and also ensures that parents are involved in monitoring pupils progress” (Parent 2). According to the parents their involvement greatly helps in improving the pupils’ academic achievement.

Twelve of the participating parents also concurred that the head teacher invite parents during mid-term and end of term to check on pupils progress and reward exemplary performing teachers and students which is a way of involving parents in teachers motivation. After the KCPE results are announced the head teachers’ invites parents to award teachers whose subject have been performed well, teachers are given between 1000-2000 Ksh depending on the performance. These meetings are also used by the head teacher to sensitize parents on the value of education.

The study also sought the opinion of Q.A.S.O concerning parental involvement by head teachers and impact on academic performance. The Q.A.S.O indicated that ‘all
the schools are required to call parents for meetings to review academic performance of the pupils. The parents are also required to be involved in running of the schools and other activities. However, the schools are not in control of the home environment. The home environment is important for pupils learning such as providing space, time to do their home work and signing school dairy. While some parents provide conducive home environment and assist their children to do their homework most of them do not, which negatively affect their academic performance. We have introduced a system where if the pupils report to school without completing their homework the pupil is sent home and report with the parents.

The officer’s sentiments are supported by the findings where 79% of the pupils indicated that they do not receive support from their parents to complete their homework.

From the findings it is clear that head teachers in Mathioya Sub-County involve parents in the schools programs. However, though the parents acknowledge their involvement by the head teachers, the pupils reveals that parents do not necessarily act as expected especially on guiding them in homework. The study also found out that where parents have responded positively to their involvement, there has been a positive impact on the pupils’ academic performance in the sub-county.

These findings correspond with past studies that were reviewed. According to Steinberg (2006) the type of parental involvement that has the most impact on pupil performance requires their direct participation in school activities. The findings of this study show that parents are directly involved in the school programs such as attendance of meetings and award presentation for both teachers and students.
Further, Snow, Barnes and Chandler (2001), found that parents influence literacy achievement of the children especially in formal involvement in parent-school activities such as PTA participation and attending school activities. These findings in Mathioya sub-County is supported by Onyango (2001) who notes that, one of the administrative tasks of a school head teacher is to improve relations with the community, adding that parental attitudes towards the school do make significant differences in children’s performance.

4.7.1 Impact of Head Teachers role on the Pupils Academic Performance

Having analyzed the findings as per the objectives, the study sought to compare the influence of each independent variable to the dependent variable. This was to identify the variables (Instructional supervision, motivation, provision of teaching/learning materials and parent involvement) that had the strongest influence on the academic achievement of pupils in Mathioya Sub-County. The study used the Pearson’s Correlation as shown in Table 4.16.
Table 4.24: Pearson's Correlation between Provision of Teaching/Learning Materials and Pupils’ Academic Achievement

<table>
<thead>
<tr>
<th>Provision of Teaching/learning Materials</th>
<th>Pearson Correlation</th>
<th>Sig (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of Teaching/learning Materials</td>
<td>.555**</td>
<td>.000</td>
<td>16</td>
</tr>
<tr>
<td>Instructional Supervision</td>
<td>.140*</td>
<td>.001</td>
<td>16</td>
</tr>
<tr>
<td>Parent involvement</td>
<td>.226*</td>
<td>.000</td>
<td>16</td>
</tr>
<tr>
<td>Teachers Motivation</td>
<td>.113*</td>
<td>.000</td>
<td>16</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
* . Correlation is significant at the 0.05 level (2-tailed).

The results show that all the independent variables had a significant level of 0.000. For a variable to be significant it must have a significant level of less than 0.05. This implies that all the independent variables were statistically significant and thus had influence on the dependent variable. Comparing the four independent variables, provision of teaching and learning materials had the highest influence on the academic achievement of pupils in Mathioya Sub-County. This is based on the fact that provision of teaching and learning materials had the highest correlation of 0.555. This implies that the poor academic achievements in Mathioya Sub-County were largely due to lack of teaching and learning materials. This is confirmed by the fact that majority of the head teachers indicated that they do not provide adequate teaching and learning materials. This was further confirmed by the pupils who
indicated they share text books compromising their ability to learn. These findings are supported by earlier findings by Mbiti (1974) who stated that when school equipment and supplies are delayed, teachers cannot be expected to do their work properly. This will lead to poor teaching and poor performance by pupils in national examinations.

Parental involvement in school programs was the second most critical factor in the pupils’ academic achievement in the sub-county with a Pearson’s correlation of 0.226. This implies that the poor academic achievement in the sub-county was also greatly affected by lack of parental involvement. While the head teachers and parents indicated that parents are properly involved, pupils indicated that parents are not keen in guiding them with their home work because they are busy or parents reasons that homework is the sole responsibility of the pupils. It follows therefore that parents have not been adequately involved in the pupils’ academic achievements.

The least factors that affect the academic achievement in the sub-county were teachers’ motivation and instructional supervision with the Pearson’s correlation of 0.113 and 0.140 respectively. This implies that instructional supervision and teachers motivations are fairly practiced thus they have not greatly contributed to the poor academic achievement of the pupils. This is confirmed by the fact that teachers, head teachers and parents indicated that the head teachers perform most of the activities related to instructional supervision and teachers’ motivation.
From the findings the head teachers’ role in Mathioya Sub-County had an impact on the performance of pupils in Mathioya. As shown in Figure 4.8 the mean score of the schools in the Sub-county improved gradually from 2007. The specific head teachers’ roles that can be attributed to the improvement of the performance are instructional supervision and teachers motivation which were found to be fairly practiced. However, the head teachers in Mathioya were not able to provide adequate teaching/learning materials and involve parents in school activities. The failure to carry out these roles as required have hindered majority of primary schools in Mathioya sub County from attaining a mean score of 250 and above.

![Figure 4.8: Performance Trend (2009-2014)](image-url)
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary of the findings; it also presents conclusions drawn from the findings and makes recommendations for further research.

5.2 Summary of Findings

5.2.1 Impact of Instructional Supervision on Pupils’ Academic Performance
The findings of the study revealed that instructional supervision by head teachers impacted positively on pupils’ academic performance in Mathioya Sub-County. Instructional supervision ensures pupils receive quality teaching, reduces truancy and teachers’ absenteeism and enhances timely coverage of syllabus. The combined impact of these effects is the improved academic achievements. The finding is supported by Q.A.S.O who indicated that supervision had improved especially between the years 2007 to 2014. The period (2007-2014) also corresponds with improved performance as shown in Table 4.2.

5.2.2 Impact of Teachers Motivation on Pupils’ Academic Performance
The teachers’ motivation was found to have a positive impact on the pupils’ academic performance. Motivation resulted in better delivery of content, healthy competition among teachers and a feeling of appreciation among the teachers. The positive impact on the academic achievements of the pupils in the sub-county is indicated by the improvement of overall performance of participating schools. The K.C.P.E results (see Table 4.2) shows significant decline in schools attaining less
than 200 mean score while there is an increase of schools attaining 250 and above. Further, the inferential statistics (Pearson correlation) infers that teachers motivation significantly influenced the change in academic performance in Mathioya (Table 4.13).

5.2.4 Impact of Head Teachers Provision of Teaching/Learning Materials on Pupils’ Academic Performance

The findings revealed that the head teachers in Mathioya Sub-County do not provide adequate teaching and learning materials as required. This had a negative impact on the academic performance. This is evidenced by the fact that 88% of the participating schools are still below the 250 mark. Lack of teaching/learning materials limited teachers’ ability to teach within the syllabus. In addition, pupils were unable to do their homework and teachers practiced teachers centered lessons. This resulted in a relatively low mean score despite a general improvement in the performance.

5.2.5 Impact of head teachers’ involvement of parents in school academic programs on pupils’ academic performance

The study found out that parents are involved through attending parents meetings, encouragement to guide pupils in their homework and participating in uplifting the standards of the school through improving the infrastructure. Further, the parents are invited during the awarding of the pupils and teachers as way of involving them in teachers’ motivation. This has impacted positively on the academic achievement of the pupils in the sub-county.
However, the study found out that though the parents are involved in the school activities and programs they do not guide pupils in their school work at home. The study found out that parents are either busy, illiterate or have a wrong attitude that homework is the sole responsibility of the pupils. This has impacted negatively on the academic achievements of the pupils in the Sub-County.

5.3 Conclusion

It emerges from the findings that the impact of the role of the head teachers in the pupils’ academic achievements in Mathioya Sub-County is positive as far as instructional supervision and teachers’ motivation are concerned. The head teachers perform their role of instructional supervision properly which had a positive impact on the academic achievements of the pupils. Likewise head teachers have adopted motivation strategies that ensures teachers are appreciated and embrace healthy competition which have in turn impacted positively on the academic achievements of the pupils.

However, the involvement of parents by the head teacher in school programs and activities has not been fully accomplished. Though parents attend meetings along with other schools programs, they do not directly participate in the academic work of the pupils when they are at home. This is because of the combination of their busy schedules and illiteracy among parents.

More important the study concludes that the role of providing adequate teaching and learning materials to the school has been poorly performed. Of the participating schools, 98% had inadequate teaching and learning materials including syllabus guide books, teaching and learning aids and text books among other incidentals. It
therefore follows that the poor academic achievements recorded in the last six years that were reviewed were to a large extent due to un-co-operative parents and lack of adequate teaching/learning materials.

5.4 Recommendations

5.4.1 Policy Recommendations

i) The study recommends that head teachers should be sensitized regularly on instructional supervision. This will enhance their instructional supervision which has a positive impact on pupils’ academic achievements as reviewed by the research.

ii) The study also recommends that head teachers should motivate teachers who perform well in their subjects through commending them for their good work. Likewise they should reprimand those who don’t perform well in their subjects. This will enhance pupils’ performance since motivation of teachers has a positive impact on pupils’ academic performance.

iii) The study recommends that the government should re-look at the free primary education policy especially on the provision of teaching/learning materials. The government should consider increasing the capitation amount and specifically increase the allocation for purchasing of new Text books and other instructional materials. This will help in reducing the pupils’ text book ratio from 1:3 and 1:4 (as found in Mathioya Sub-County) to the ideal 1:1or 1:2. Access to text books will improve the pupils’ academic achievements since they will be able to do their homework on time and cover the syllabus.

iv) The study also recommends that primary school head teachers should be encouraged and supported by the local education stakeholders to mobilise
resources to supplement the government provision of teaching/learning materials. This may help to solve the challenges of inadequate teaching/learning materials currently facing public primary schools as found out by the study.

v) The study similarly recommends that a policy on parental involvement in the school programs should be formulated. Such a policy should include regular sensitization of parents on their importance to get directly involved in academic progress of pupils especially at home. Such initiative will positively improve their attitude towards pupils school work compared to the current lack of interest shown by parents in pupils’ homework.

5.4.2 Recommendations for Further Research

The study also recommends further research on the effect of home environment on pupils’ academic achievements. This will help understand other home-based challenges that affect academic achievements apart from lack of interest in the pupils’ homework as indicated by the study research findings.

Further research is recommended in all sub-counties to ascertain whether the same phenomena exist. This will bring out the unique challenges negatively affecting pupils’ academic performance at sub county level. This will aid the Ministry of education on devising measures that responds to unique challenges as per the circumstances of each region.
REFERENCES


Baffour-Awuah, P. (2011). Supervision of Instruction in Public Primary Schools In Ghana: Teachers’ and Head teachers’ Perspectives, Murdoch: Murdoch University


Magiri, B. J. (1997). A Study of Relationship between Attitude and Achievement in Top Quartile and Lower Quartile in Physics among Form Four Pupils in Imenti Division of Meru District Unpublished MED Thesis, Kenyatta University, Nairobi


Mendez, G. (2011) *Save the children basic Education*. Nairobi: Save the Children


Orina, K. B. (2005). Role of the principal’s leadership behaviour on pupils’ academic performance of primary schools, Manga Division, Nyamira district, Nyanza Province


Sifuna (1988). Contemporary issues in Education in East Africa, Kenyatta University, Faculty of education.


Dear Respondent,

I am student of Kenyatta University in the Masters of Education (Administration). I am undertaking a research on the “Influence of Head Teachers’ Role on Pupils’ Academic Achievements in Public Primary Schools in Mathioya Sub-county, Muranga County, Kenya.” Kindly assist by completing the questionnaires to the best of your ability. Your identity and responses will be treated with strict confidentiality and for the purpose of this study only.

Thank you in advance.

Yours faithfully,

Samuel N. Kiragu
APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS

The purpose of this questionnaire is to gather information about your own perception of how you carry out your work as the head of the school to be used in a study on the Influence of Head Teachers’ Roles on Pupils’ Academic Achievement in Public Primary Schools in Mathioya Sub-county, Muranga County, Kenya.” Your response will be accorded great confidentiality hence do not write your name or the name of your school.

Instructions
Please indicate the correct option as correctly and honestly as possible by putting a tick (✓) against one of the options. For the questions that require your own opinion use the spaces provided. Kindly respond to all items.

Section A: Background Information
1. What is your gender? Male [ ] Female [ ]

2. What is your age? Years

3. What is your highest academic/ professional qualification?
   M.A/MSC [ ] M.ED [ ]
   B.ED [ ] Diploma ATS [ ]
   PI [ ]
   Any other (specify)........................................................................................................................................

4. What is your professional experience as a head teacher? Years

5. For how long have you been a head teacher in your current station? years

Section B: Information about the School
6. Year of establishment

7. Gender of the pupils
   Male [ ] Female [ ] Mixed [ ]
Academic performance

8. Please fill in the table below a summary of academic performance based on KCPE results for the last five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>400-500</th>
<th>350-399</th>
<th>300-349</th>
<th>250-299</th>
<th>200-249</th>
<th>150-199</th>
<th>1011</th>
<th>Bel. 100</th>
<th>Mean Standard Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructional Supervision

9. a) Do you hold staff meetings to discuss teaching and learning?
   Yes [ ]  No [ ]

   b) If yes, how do these discussions affect pupils’ academic performance? .......

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

   c) If no, how does failure to discuss pupils’ performance affect their academic performance?

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

10. a) Do you inspect teachers’ lesson plans and schemes of work?
    Yes [ ]  No [ ]
b) If yes, what effects does it have on pupils’ academic performance? 

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

c) If no, how does failure to supervise lesson plans and schemes of work affect pupils’ academic performance? ........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

11. a) Do you inspect teachers’ maintenance of records of work
   Yes? [   ] No [   ]

b) If yes, what effects does it have on pupils’ academic performance? 

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

c) If no, what effects does it have on pupils’ academic performance? 

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

12. a) Do you check pupils’ note books?
   Yes [  ] No [  ]

b) If yes, what effects does it have on pupils’ academic performance? 

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

c) If no, what effects does it have on pupils’ academic performance? 

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

13. a) Do you inspect pupils’ attendance registers
   Yes [  ] No [  ]

b) If yes, what effects does it have on pupils’ academic performance? 

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
c) If no, what effects does it have on pupils’ academic performance? ..........  
........................................................................................................................................
........................................................................................................................................

14. a) Do you supervise your teachers’ lessons?  
Yes [ ] No [ ]

b) If yes, how often do you visit them?  
Weekly [ ] Monthly [ ] Termly [ ]  
Annually [ ] Never [ ]

c) If yes, what effects does it have on pupils’ academic performance? ..........  
........................................................................................................................................
........................................................................................................................................

d) If no, how does failure to supervise lessons affect pupils’ academic performance? ..........  
........................................................................................................................................
........................................................................................................................................

15. a) Have you established your school’s testing policy?  
Yes [ ] No [ ]

b) If yes, what is the policy? ..............................................................  
........................................................................................................................................
........................................................................................................................................

c) If yes, what effects does your school’s testing policy have on pupils’ academic performance? ..........  
........................................................................................................................................
........................................................................................................................................

d) If no, how does the failure to establish your school testing policy affect pupils’ academic performance? ..........  
........................................................................................................................................
........................................................................................................................................
16. a) Do you monitor teachers, coverage of the syllabus?
   Yes [ ] No [ ]

   b) If yes, what monitoring tools do you use? .................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

   c) If yes, how does your monitoring of the teachers’ syllabus coverage affect pupils
   academic performance? ....................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

   d) If no, how does failure to monitor teachers’ syllabus coverage affect pupils’
   academic performance? ....................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

17. a) How do you monitor teachers’ attendance in class?
   Class visits Yes [ ] No [ ]
   Request pupils to report on teachers attendance Yes [ ] No [ ]
   Teachers’ attendance Register Yes [ ] No [ ]
   I have no means of monitoring Yes [ ] No [ ]
   Others (specify) ................................................................................................................

   b) In your opinion how does monitoring of teachers attendance affect pupils
   academic performance? ....................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
Provision of teaching/learning materials

18. a) In your opinion, do you provide adequate teaching/learning materials to teachers and pupils?
   Yes [ ]  No [ ]  Do not know [ ]

b) Indicate in the table below the effects of adequacy/inadequacy of teaching/learning materials that you provide on pupils’ academic performance

The effects of adequacy/inadequacy of teaching/learning materials on academic performance

<table>
<thead>
<tr>
<th>Teaching/learning materials and facilities</th>
<th>Effects of adequacy of teaching/learning materials on academic performance</th>
<th>Effects of inadequacy of teaching/learning materials on academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus guide books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching/learning Aids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class rooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others(specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(c) How does your effort to improve on the availability of teaching/learning resources affect academic performance? ................................................................. .................................................................

Teachers Motivation

19. a) What incentives do you provide to teachers to enhance academic Performance? (Tick Appropriately)
   Tours and Visits Yes [ ]  No [ ]
   Recommendation for teachers promotions Yes [ ]  No [ ]
   Award teachers whose subjects have shown excellent performance in national examinations Yes [ ]  No [ ]
Others (specify) (e.g. lunch, breakfast or ten o’clock tea programs)..........
.................................................................................................................................

b) How have the above incentives affected pupils’ academic performance?.....
.................................................................................................................................

**Head teachers Involvement of Parents in School Academic Programs**

20. a) In what ways do you involve parents in pupils’ academic matters?

   Attending school programs (sports day, academic clinic, fund raising)  
   Yes [ ]  No [ ]

   Parent meetings  
   Yes [ ]  No [ ]

   Guiding pupils in their homework and signing school Diary at home  
   Yes [ ]  No [ ]

   Others (Specify) .................................................................................................................................

b) How does such parental involvement affects pupils’ academic performance? ...............................................................  
.................................................................................................................................

*Thank you for filling the questionnaire*
APPENDIX III: QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to gather information about your own perception of your school to be used in a study on the influence of head teachers’ role on pupils’ academic achievements in public primary schools in Mathioya Sub-county, Muranga county Kenya.” Your response will be accorded great confidentiality hence do not write your name or the name of your school.

Section A: Background information

1. Gender:
   - Male [ ]
   - Female [ ]

2. Marital Status
   - Married [ ]
   - Single [ ]

3. Academic qualification
   - MA/MSc./M.Ed [ ]
   - BA/BSc [ ]
   - B.Ed/BA/PDGE [ ]
   - Diploma in education [ ]
   - Any other (specify) ...........................................................................................................

4. Work experience
   - Below 5 years [ ]
   - 5 – 10 years [ ]
   - Over 10 years [ ]

Section B: Instructional Supervision

5. a) Indicate if the following activities are done by the head teacher and the effect they have on the academic performance in your school?

Effects of curriculum supervision on Academic performance

<table>
<thead>
<tr>
<th>Activity</th>
<th>YES</th>
<th>NO</th>
<th>Effect on Academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspects Lesson plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspects Records of work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspects Schemes of work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspects Pupils’ exercise books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspect Class register</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspects teaching during lessons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audit syllabus coverage</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b) How often does the head teacher do the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Termly</th>
<th>Annually</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspects Lesson plans</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Inspects Records of work</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Inspects Schemes of work</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Inspects Pupils’ exercise books</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Inspect Class registers</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Inspects teaching during lessons</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Audit syllabus coverage</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

6. a) How often does the head teacher convene staff meetings to discuss teaching and learning?
   Monthly [ ] Termly [ ] Annually [ ] Never [ ]

   b) How does the frequency of staff meetings affect academic performance?....

6. a) How often does the head teacher convene staff meetings to discuss teaching and learning?
   Monthly [ ] Termly [ ] Annually [ ] Never [ ]

   b) How does the frequency of staff meetings affect academic performance?....

7. a) How does the head teacher supervise curriculum implementation?.............

6. a) How often does the head teacher convene staff meetings to discuss teaching and learning?
   Monthly [ ] Termly [ ] Annually [ ] Never [ ]

   b) How does the frequency of staff meetings affect academic performance?....

7. a) How does the head teacher supervise curriculum implementation?.............

6. a) How often does the head teacher convene staff meetings to discuss teaching and learning?
   Monthly [ ] Termly [ ] Annually [ ] Never [ ]

   b) How does the frequency of staff meetings affect academic performance?....

7. a) How does the head teacher supervise curriculum implementation?.............

   b) In your opinion, to what extent does the head teachers’ instructional supervision impact on academic performance of pupils?
   a) Very great extent  b) great extent  c) Neutral
d) Little extent  c) Very great extent
**Provision of teaching/learning materials**

8. a) Does the head teacher provide you with adequate teaching/learning resources?
   
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Do not Know</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) If yes, rate the adequacy of the following facilities in your school by ticking (√) in the appropriate box.

<table>
<thead>
<tr>
<th></th>
<th>Very adequate (VA)</th>
<th>Adequate (A)</th>
<th>undecided (UN)</th>
<th>Inadequate (I)</th>
<th>Very Inadequate (VI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>VA [ ]</td>
<td>A [ ]</td>
<td>UN [ ]</td>
<td>VI [ ]</td>
<td></td>
</tr>
<tr>
<td>Textbooks</td>
<td>VA [ ]</td>
<td>A [ ]</td>
<td>UN [ ]</td>
<td>VI [ ]</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>VA [ ]</td>
<td>A [ ]</td>
<td>UN [ ]</td>
<td>VI [ ]</td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td>VA [ ]</td>
<td>A [ ]</td>
<td>UN [ ]</td>
<td>VI [ ]</td>
<td></td>
</tr>
<tr>
<td>Other resources (charts, maps)</td>
<td>VA [ ]</td>
<td>A [ ]</td>
<td>UN [ ]</td>
<td>VI [ ]</td>
<td></td>
</tr>
<tr>
<td>Others (specify)</td>
<td>VA [ ]</td>
<td>A [ ]</td>
<td>UN [ ]</td>
<td>VI [ ]</td>
<td></td>
</tr>
</tbody>
</table>

9. a) How does the provision or lack of provision of the above affect pupils' academic performance in your school? ..............................................................

b) In your opinion, to what extent does inadequate teaching/learning material impact on academic performance of pupils?
   
   a) Very great extent  
   b) Great extent  
   c) Neutral  
   d) Little extent  
   c) Very great extent

**Head teacher involvement of Parents in School academic Programs**

10. a) Does head teacher involve parents in academic matters?
   
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>don’t know</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) If yes, how does your head teacher involve parents in school academic programs?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance of PTA meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of teaching /learning materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checking of pupils’ homework at home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invitations to attend academic clinics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
c) How does the above parental involvement in school academic programs affect pupils’ academic performance? .................................................................

11. In your opinion, to what extent does head teachers’ involvement of parents in school academic programs impact on pupil’s academic performance?
   a) Very great extent       b) great extent       c) Neutral       d) Little extent
   c) Very great extent

**Teachers Motivation**

12. a) What incentives does your head teacher provide to you to enhance academic performance? (Tick √ Appropriately)
   Tours and Visits       Yes [ ] No [ ]
   Recommends you for promotions       Yes [ ] No [ ]
   Award teachers whose subjects have shown excellent performance in national examinations       Yes [ ] No [ ]
   Others (e.g. lunch, breakfast or ten o’clock tea programs) ........................................
   b) How have the above incentives affected pupils’ academic performance? .................................................................

13. a) Are you involved in critical decision making in your as far as pupils academic matters are concerned?
   Yes [ ] No [ ] Do not Know [ ]
   b) If yes how does such involvement affect pupils’ academic performance? .................................................................
   (c) If no, how does the failure to be involved in critical decision in academic matters affect pupils’ academic performances? .................................................................

14. a) In your opinion, to what extent does teachers motivation by head teachers impact on pupils academic performance
   a) Very great extent       b) great extent       c) Neutral       d) Little extent
   c) Very great extent

*Thank you for filling the questionnaire.*
APPENDIX IV: QUESTIONNAIRE FOR PUPILS

The purpose of this questionnaire is to gather information about your own perception of your school to be used in a study on the influence of head teachers’ role on pupils’ academic achievements in Mathioya Sub-county, Muranga county Kenya. ” Your response will be accorded great confidentiality hence do not write your name or the name of your school.

PART A
Tick ✓ or comment appropriately.
1. What is your gender?
   Male [ ]   Female [ ]

PART B
2. How many are you in your class? ..............................................................

3. How many of you sit on one desk? ..............................................................

4. How many of you share one text book in-
   Mathematics? ..............................................................
   English? ..............................................................
   Kiswahili? ..............................................................
   Science? ..............................................................
   Social studies? ..............................................................
   C.R.E? ..............................................................

5. Does your head teacher reward pupils if they perform well?
   Yes [ ]   No [ ]

6. Does the headteacher check your lesson notes and assignments?
   Yes [ ]   No [ ]

7. Does your parent assist with your homework?
   Yes [ ]   No [ ]
   a) If yes, how..............................................................................................
   b) If no, Why ..............................................................................................
8. Does your parent attend school meetings to discuss academic performance?
   Yes [ ]  No [ ]

   (a) If no, how does it affect your academic performance? ........................................

   (b) If yes, how does it affect your academic performance? ........................................

9. a) Does your parent provide any text book?
   Yes [ ]  No [ ]

   b) If no, how does it affect your academic performance? ........................................

10. a) Does your parent provide you with writing materials?
    Yes [ ]  No [ ]

    b) If no, how does it affect your academic performance? .................................

    **Thank you for filling the questionnaire**
APPENDIX V : INTERVIEW GUIDE FOR STANDARD EIGHT PARENTS’ REPRESENTATIVES

The purpose of this interview is to gather information about your own perception about how you carry out your roles in this school to be used on a study on the influence of Head teachers’ roles on pupils’ academic achievements.

Your response will be accorded great confidentiality. The usefulness of the data will depend on your truthfulness.

1. Name of your school: .................................................. Zone: ..............................................

2. Gender: .....................................................?

3. For how long have you been a parent representative in this school: .........

4. Comment on the academic performance of your school: ..............................................

5. In which ways does the head teacher involve parents in the school academic matters? ...........................................................................................................

6. Does the head teacher encourage you to help your child with the school work at home?
   a) If yes how does it affect your child’s academic performance? ....................
   b) If no how does that affect your child’s academic performance? ....................

7. How often does the head teacher invite you to school to discuss your child academic performance? .................................................................

8. Do these visits have an effect on your child academic performance? ............

9. In what ways does the head teacher involve parents in teachers’ motivation? ...
   .................................................................................................................................

10. How does the following involvement of parents by the head teacher in school academic programs affect your child academic performance?
    a) Participation in academic clinics
    b) Purchasing of teaching and learning materials
    c) Involvement in school decision making on academic matters
APPENDIX VI: INTERVIEW GUIDE FOR Q.A.S.O.

1. Name of the Sub –county

2. How long have you been in this Sub-county

3. Comment on the K.C.P.E performance of your Sub-county

4. As a Q.A.S.O how do you ensure head teachers in your Sub-county perform instructional supervision effectively?

5. Do you ensure head teachers provide adequate teaching/learning materials?
   If yes, how?
   If no, why not?

6. Do you ensure head teachers motivate teachers?
   If yes, how?
   If no, why not?

7. Do you ensure head teachers involve parents in school academic programs?
   If yes, how?
   If no, why not?

8. How do you assist head teachers to improve academic performance of their schools?

APPENDIX VIII: MAP FOR MATHIOYA SUB-COUNTY
APPENDIX IX: LETTER FROM NCST

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No.

Date: 27th January, 2015

NACOSTI/P/14/8735/4340

Samuel Ndirangu Kiragu
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Impact of head teachers’ role on pupils’ academic achievements in public primary schools in Mathiyoua Sub-County, Murang’a County Kenya,” I am pleased to inform you that you have been authorized to undertake research in Murang’a County for a period ending 17th April, 2015.

You are advised to report the County Commissioner and the County Director of Education, Murang’a County before embarking on the research project.

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

DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Murang’a County.

The County Director of Education
Murang’a County.
APPENDIX X: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. SAMUEL NDIRANGU KIRAGU
of KENYATTA UNIVERSITY, 182-10204
kiriaini, has been permitted to conduct
research in Muranga County

on the topic: IMPACT OF HEAD
TEACHERS’ ROLE ON PUPILS’ ACADEMIC
ACHIEVEMENTS IN PUBLIC PRIMARY
SCHOOLS IN MATIPOYA SUB-COUNTY,
MURANGA COUNTY KENYA

for the period ending:
17th April, 2015

Applicant’s
Signature

For Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS
1. You must report to the County Commissioner and
   the County Education Officer of the area before
   embarking on your research. Failure to do that
   may lead to the cancellation of your permit
2. Government Officers will not be interviewed
   without prior appointment.
3. No questionnaire will be used unless it has been
   approved.
4. Excavation, filming and collection of biological
   specimens are subject to further permission from
   the relevant Government Ministries.
5. You are required to submit at least two (2) hard
   copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to
   modify the conditions of this permit including
   its cancellation without notice.

RESEARCH CLEARANCE
PERMIT

Republic of Kenya

National Commission for Science,
Technology and Innovation

CONDITIONS: see back page

Serial No. A 4086