

**INFLUENCE OF HEAD TEACHERS' MANAGEMENT ROLE ON LEARNERS'  
ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KISAUNI  
SUB COUNTY, KENYA**

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**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATION IN PARTIAL  
FULFILMENT OF THE REQUIREMENT FOR THE CONFERMENT OF A  
MASTER OF EDUCATION IN EDUCATION LEADERSHIP AND MANAGEMENT  
OF KENYA METHODIST UNIVERSITY.**

**SEPTEMBER, 2019**

## **DECLARATION AND RECOMMENDATION**

### **Declaration**

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

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## **DEDICATION**

I dedicate this work to the Almighty God, for giving me good health and guiding me through the entire course. Secondly to my family: My dear husband Mohamed Yeri and my children Asha Dama, Ali Randu, Fatma Sidi, Salma Kadii, Kassim Kombe and Mwalimu Yaa. My family has been the reason for my encouragement and urge for me to undertake this study.

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## **ABSTRACT**

For the last five years (2013-2017) most of the public primary schools in Kisauni Sub County had an average of 72.77 percent of candidates who scored below 250 marks with the exception of two public primary schools; Ziwa la Ng'ombe and Kengeleni. The purpose of the study was to investigate the influence of headteachers' management roles on learners' academic performance in public primary schools. The objectives of the study were to: determine the influence of headteachers' teacher management role, investigate the head teachers' student management role, and lastly examine the influence of head teachers' resource management role on learners' academic performance. The limiting factor was some of the respondents did not honor the appointment time. The study assumed that effective head teachers management role on teachers, student, and resources enhances learners' academic performance. The literature review informs us the influence of head teachers' management role in learners' academic performance. Descriptive research design was used. The study targeted 25 head teachers, 35 deputy head teachers and 25 public primary schools while the sample size was 20 head teachers and 20 deputy head teachers. The 20 head teachers and 10 deputy head teachers were sampled through purposive sampling. The other 10 deputies were from schools with two deputies hence sampled through convenience sampling. Eighteen schools were sampled using simple random sampling while two additional schools; Ziwa la Ng'ombe and Kengeleni were purposively sampled due to their good performance. Questionnaires were used to collect data. The five remaining schools not involved in the study were used for piloting. Cronbach Alpha reliability coefficient was more than 0.70 hence justified the tool for use. Validity of the tool was established by engaging the two supervisors on the relevance of the questions to the study. Statistical package for social sciences version 23 was used to generate data collected analysis using descriptive and inferential statistics techniques. Data was presented in form of frequency tables and graphs. Consent from respondents and confidentiality was assured. Study findings revealed that majority of the head teachers consulted during selection of teachers to manage class eight, coordinated and controlled teaching outcomes through team work, check professional records and observed lessons, motivated the teachers and rewarded the students, however inadequate Syllabus coverage, absenteeism of teachers and non-attendance to lessons was noted. The study concluded that head teacher's management role has positive influence on learner's academic performance in public primary schools in Kisauni Sub County. Again, student management and resource management by school head teachers in public primary schools are key determinants of the learner's academic performance. The researcher recommends that subject allocation of teachers should be strictly based on teachers' performance (subject mastery) and ability to handle the class, BOM to be practically involved in the management of resources for transparency and accountability and head teachers to enhance teacher supervision in public primary schools. The study suggested that further research to be carried out on the influence of BOM in the management, the influence of seniority based system of progression on teacher career mobility and on influence of head teachers' management role on learners' academic performance in public secondary schools in Kisauni Sub County.

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**ACRONYMS AND ABBREVIATIONS**

**ATS 1:** Approved Teacher Status 1

<b>ATS 2:</b>	Approved Teacher Status 2
<b>ATS 3:</b>	Approved Teacher Status 3
<b>ATS 4:</b>	Approved Teacher Status 4
<b>BOM:</b>	Board of Management
<b>CSO:</b>	Curriculum Support Officer
<b>EFA:</b>	Education for All
<b>FPE:</b>	Free Primary Education
<b>IM:</b>	Instructional Material
<b>INSET:</b>	In- Service Education and Training
<b>KCPE:</b>	Kenya Certificate of Primary Education
<b>MoEST:</b>	Ministry of Education Science and Technology
<b>OECD:</b>	Organization for Economic Cooperation and Development
<b>P1:</b>	Primary teacher 1
<b>QUASO:</b>	Quality Assurance Support Officer
<b>SIMBA:</b>	School Instructional Material Bank Account
<b>SIMSC:</b>	School Instructional Material Selection Committee
<b>TPAD:</b>	Teacher Performance Appraisal Development



## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

This chapter includes, Background of the study, statement of the problem, purpose, objectives, research questions, significance, assumption, limitation, and delimitation of the study and operational definition of terms.

### **1.1 Background of the Study**

Ferguson (1990) defines academic performance as the acquisition or achievement of quantity and quality skills, technique, positive attitude philosophy, behavior and knowledge by a learner through learning. In order for an institution to achieve educational goals learners, teachers and institution itself has to focus on academic performance. Worldwide academic Performance of nationwide examination has been a responsive matter. This is due to the fact that nationalized examination predicts the person potential and path to follow. Nationwide curriculum and set content is the basis of each nation national examination. The issue of pupils' academic performance at schools has been of concern ever since education was introduced (Irungu & Nyaga, 2011).

In USA, Emmett and McGee (2013) indicated that external motivation of both teachers and pupils by head teachers significantly influenced learners' academic performance. In Greece high academic performance was enhanced through provision of a child friendly school atmosphere that enhances learning and teacher's effective communication and collaboration with the students. The effectiveness of the school performance is as a result of the head teacher being concerned, fair,

respectful and concerned on issues involving teachers and students potentials and limitations (Argyrios & Iordanidis, 2014).

Alimi and Akinfolarin (2012) in Hamza, Lucky and Joarder (2014) Indicate that there is an important link of ascertaining learners notes, lesson observation, teachers time consciousness, attendance and regulating of exams settings and provision of marking schemes on learners academic achievement in high schools in Ondo State in Nigeria. In the same country Sule, Arop and Alade (2012) in Hamza et al (2014), recommend that in order to have effective teachers job performance there is need for regular supervision which must include class visitation strategies and inspection by head of schools.

Charles, Chris and Kosgei (2012) as cited in Sule, Amoh, and Egboi (2015) suggest that in Kenya for effective supervision of teachers, head of schools must ensure that teachers have lesson plans organized on time with fascinating introduction, preview of previous work done, use of tone variation while teaching and making key notes at the end of the lesson. The study further suggested that while teachers are teaching they should use teaching aids effectively as well as have rapport with their learners and should make sure curriculum implementation is up to date and strictly adhere to.

Head teachers mismanagement of resources, teachers and students is associated with poor academic of learners (Ndirangu, 2015). Management is the process of designing and maintaining any setting in which people work in groups (Waweru & Orodho, 2014; Adeyemo, 2012). For quality management the institution must exploit all the available resources effectively for uppermost achievable value of its products and services (Birimana & Orodho, 2014). The head

teachers are given the responsibilities of managing all public primary schools in Kenya. Among the Head teachers management role is to ensure teacher supervision through checking of professional records and classroom observation. Syllabus coverage, reduce absenteeism and non-attendance of lessons. Provision of child friendly learning environment, teachers' motivation and provision of sufficient material and financial resources for both teachers and learners are necessary in order to enhance learners' academic performance.

Kenya in line with the Education for All universal (EFA) goals, introduced free and compulsory primary education in 2002. This was a strategic starting point towards the achievement of equity and quality education in schools. Articles 53, 54, 55, 56, 57 and 59 of the Kenyan Constitution of 2010 have provisions on children's right to quality free and compulsory basic education (Republic Kenya, 2010). This has also been supported by Basic Education Act of 2013 which provides for the right of every child to free and compulsory basic education and emphasize that head teachers should enhance compulsory admission, attendance and completion of basic education by every pupil on equal standards of education (Republic of Kenya, 2013), but still progression to secondary school in Kenya depends on the performance of Kenya Certificate of Primary Education (KCPE) examination in standard eight.

In 2013, 880,487 candidates sat for the National examination (KCPE) 49.71 per cent of the candidates scored 250 marks and above. In 2014 a total of 436,814 candidates representing 49.61 per cent scored 250 marks and beyond an indication that almost half of the candidates scored half of the marks. Conversely 417,483 candidates obtained below 250 marks. In 2015, 250 marks and above was 455,950 representing 49.14 per cent of the total candidature. Nationally the

performance of candidates in 2016 KCPE was slightly lower than that of 2015, 221,438 candidates scored between 101 -200 marks and 6747 candidates scored 100 marks and below. In 2017 more than 50 per cent of the candidates scored above 250 marks (Ouma, 2017).

The performance of public primary schools in the counties found at the Coast region of Kenya in national examination has been registering an average score of less than 250 marks out of a maximum of 500 marks for the last five years repeatedly being among one of the poorest performing in the country (2013 -2017). However during the same period Mombasa County was able to maintain a mean score of above 250 marks but still had an average of 65.63 percent of its candidates who had below 250 marks with two of its four sub counties Likoni and Kisauni leading with 74.62 per cent and 72.77 percent respectively. The average percentage for Changamwe Sub County was 62.92 per cent and 52.13 percent for Mvita Sub County (Mombasa County Educational Office, 2018). Several studies have been conducted on influence of head teachers' management role on academic performance of public primary schools but the researcher did not come across any in Kisauni Sub County. This study intends to establish whether head teachers' management role influences the academic performance of public primary schools in Kisauni Sub County.

## **1.2 Statement of the Problem**

For the last five years (2013-2017) public primary schools in Kisauni Sub County have had an average of 72.77 per cent of candidates who scored below 250 marks with the exception of two public primary schools; Ziwa la Ng'ombe and Kengeleni. Ziwa La Ng'ombe and Kengeleni primary are the only schools that managed to have more than half of their learners sustaining above



250 marks out of the twenty five public primary schools in the Kisauni Sub County for three consecutive years (2015-2017). Ziwa la Ng'ombe primary school in 2015 out of one hundred and thirty nine (139) candidates one hundred and four (104) scored 250 marks and above, in 2016 out of one hundred and forty two (142) candidates eighty two (82) scored 250 marks and above and in 2017 out of one hundred and forty five (145) candidates eighty three (83) scored 250 marks and above while Kengeleni primary in 2015, one hundred and thirty three (133) candidates sat for KCPE, sixty seven (67) candidates scored 250 marks and above, in 2016 out of one hundred and thirty six (136) candidates seventy six (76) scored 250 marks and above, in 2017 out of one hundred and twelve (112) candidates fifty nine (59) scored 250 marks and above. The remaining twenty three schools registering more than half of the candidates scoring below 250 marks (Kisauni Sub County Office, 2018). This is contrary to the aims of Free Basic Education, as it indicates that most public primary school pupils in Kisauni Sub County do not make it to the secondary level and only end up as standard eight leavers due to below average academic performance.

Though the government policy is one hundred percent transition to secondary schools performance still takes the larger share. Public outcry on low academic grades of pupils at national examinations always shift blame to the head teachers. Despite such complaints there was insufficient research on role of head teachers in influencing learners' academic performance in Kisauni Sub County. This study hence aims at determining the influence of head teachers' role on management of teachers, student and resources on learners' academic performance in public primary schools in Kisauni Sub County.

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

The purpose of the study was to investigate the influence of head teachers' management roles on learners' academic performance in public primary schools in Kisauni Sub County.

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

Specifically the study sought to:

- i. Determine the influence of head teachers' teacher management role on learners' academic performance in public primary schools in Kisauni Sub County.
- ii. Investigate the influence of head teachers' student management role on learners' academic performance in public primary schools in Kisauni Sub County.
- iii. Examine the influence of head teachers' resource management role on learners' academic performance in public primary schools in Kisauni Sub County.

### **1.5 Research Questions**

- i. Does head teachers' teacher management role influence learners' academic performance in public primary schools in Kisauni Sub County?
- ii. To what extent does head teachers' student management role influence learners' academic performance in public primary schools in Kisauni Sub County?
- iii. How does head teachers resource management role influence learners' academic performance in public primary schools in Kisauni Sub County?

## **1.6 Limitations of the Study**

The limiting condition that the researcher encountered was that some of the respondents did not honor their appointment time hence the researcher had to spend more time in one school. The researcher had to exercise great patience and understanding that the respondents had busy schedules especially on office work because of their strategic position in the management.

## **1.7 Delimitation of the Study**

There are numerous factors that influence performance of learners; however this study focused on head teachers' management roles because head teachers are the most primary determinants of learners' success or achievement in a school. The study was conducted in twenty selected public primary schools out of twenty five public primary schools located in Kisauni Sub County. The remaining five schools were used for piloting. The public schools in Kisauni Sub County are far apart from each other hence the study could not leak. The research focused on head teachers and deputy head teachers in Kisauni Sub County only because they have key information on head teachers' management role to learners in a school.

## **1.8 Significance of the Study**

The Findings of the study will generate knowledge to school administrators about the existing problems and challenge them to identify strategies to enhance pupils' academic performance. The study will be a source of reference to scholars and form a basis for other researches as a pointer to areas needing further research on education management. The ideas will be useful to all educational stakeholders such as MOE, the County Directors, Sub County Directors, BOMs in identifying head teachers factors influencing learners academic performance thus enhance capacity

building on head teachers and teachers at large which might result to improved academic performance in Kisauni public primary schools.

### **1.9 Assumption of the Study**

The researcher assumed that effective teacher, student, and resource management enhances learners' academic performance. It was also assumed that head teachers are knowledgeable and have sufficient skills to influence learners' academic performance and that they were well versed with the subject under investigation. It was believed that dependable and accurate information will be given by respondents concerning the head teachers' management role on learners' academic performance in public primary schools specifically in Kisauni Sub County.

## 1.10 OPERATIONAL DEFINITION OF TERMS

**Absenteeism:** In this study absenteeism means a teacher missing school for even a day and the work expected to be covered on that day was not recovered.

**Academic performance:** Learners outcome of a given task measured against preset standards by Kenya National Examination Council.

**Head teacher:** Refers to the person appointed and entrusted with administration and supervision of a school (primary school).

**Learner:** A person willing to gain knowledge, information, comprehension and studying, practicing or being taught in a school.

**Poor performance:** In this study means a learners performance falling below average of the required mean score.

**Quality education:** A productive system in which school inputs are transferred into outcome (knowledge and skills).

**Resource management:** Encompasses the deployment and manipulation of material and financial resources to enable and maintain cohesive atmosphere to learning and learners.

**Role:** Functions that the head teacher plays in a school.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter discusses the literature review of the studies done on head teachers' teacher, student and resource management and their influence on learners' academic performance. This chapter also discusses the theoretical and conceptual framework that guides this study.

### **2.1 Influence of Head teachers' Teacher Management role on learners' Academic Performance**

Teachers make learners realize their personal growth. The aptitude to enhance learners' academic performance is through teachers' dedication to quality education and ability to inspire learners. Therefore every head teacher should be able to perform the role of quality assurance within the institution by supervising and ensuring professional documents of teachers are verified, quality curriculum is implemented, ensure that teachers attend classes and supervise the actual coverage of syllabus. A Teacher who willful neglect to perform any work , careless or improper performance of any work assigned such as failure to teach scheduled lessons or to prepare professional documents is negligence of duty and punishable by the employer (Teachers Service Commission, 2015). According to Reche, Bundi, Riungu, Nthia and Mbugua (2012) among the factors contributing to low academic success in schools include; insufficient instructional resources, monitoring by head teachers, prior preparation of teachers, and absenteeism of teachers and lack of motivation for teachers.

### **2.1.1 Supervision of Lesson and Syllabus Coverage**

For effective supervision of lesson and syllabus coverage the heads of schools should be able to control and coordinate the teaching outcome in schools. Kayode and Ayodele (2015) indicate that head teachers have a supervisory role to coordinate and control the teaching outcome in the schools. Head teachers as planners have to ensure there is better working linkage between the teachers and pupils. They should also ensure teachers have necessary professional records, schemes of work and lesson plan as per the syllabus having specific, measurable, achievable, reliable, and timely objectives to be achieved within a specified time frame. The study also opined that adequately prepared lesson makes it simple for the teacher to deliver the content. Failure to plan leads to giving unstructured content or even missing out of core content that influence learning outcome. The study further stated that head teachers are expected to coordinate all the resources such as teachers, learners, material and financial resources by ensuring its availability and effective use in order to be in line with the school objective of enhancing learners' academic performance. The same study also argued that controlling of school learning and teaching is enhanced by head teachers effective and proper monitoring and evaluation of learning activities and ensures they are performed in accordance with appropriate guidelines or rules and procedures.

A study performed at Ondo State in Nigeria by Ayeni and Akinfolarin (2014) indicates that Quality results depend on the controlling and coordinating of learning programmes in a school by the head teachers, sequential coordination and controlling of teaching and learning activities such as the availability of the syllabus, scheme of work and lesson planning booklets. The study also state that the head teacher should also ensure that the syllabus, scheme of work and lesson plan correlate in order to enhance students learning and achievement of the coverage of syllabus and teaching

objectives. If they do not correlate then it affects instructional delivery and affects learners' academic performance. Association of the three professional documents is paramount. The study further opined that preparation of lesson plans, presenting the lessons in an organized manner using proper pedagogy and required learning aids enhances learners' academic performance and that the head teachers are expected to provide enough instructional materials which are essential in motivating learners, creating interest and capture learners' attention, then enhance instructional supervision in order to achieve the expected results from both teachers and learners. However, the findings from the literature review have not particularly linked the controlling and coordinating of the teaching outcome in the study to influence learners' academic performance in Kisauni Sub County.

A study performed at Suba West Division in Kenya by Wasonga (2013) indicates that visitation by head teachers' to class while teaching is in progress and head teachers checking of the syllabus coverage has a significant impact on learners academic success. The research also summarized that the head of schools regularity of checking of teachers' records of work significantly influenced learners' academic performance in the KCPE. Ndirangu (2015) opined that sensitization and empowerment of head teachers on the supervisory of lesson attendance of teachers is very essential to ensure teachers teach the planned lesson as expected with the correct content in order to have timely syllabus coverage and enable learners receive quality and timely teaching which results to improved learners academic performance.



The outcome of the research performed by Sule, Ameh, and Egbai (2015) in Nigeria indicated that there is important linkage among managing of classroom observation practice, verifying of teachers' teaching materials as well as usefulness of teachers' duties on pupils academic excellence. The government should organize educational training programmes for head teachers and teachers on management of teaching as a whole. A study performed at the coast of Kenya in Kilifi by Malau (2012) found that the rate at which Quality Assurance officers visited the schools is low, and hence they have no knowledge of what goes on in the schools and the problems encountered by the teachers in fulfilling the curriculum. The same is emphasized by (Irungu and Nyaga, 2011) that the county quality assurance and standards officers are required to increase the frequency of assessments in schools and to inform the teachers on matters of curriculum implementation.

The inadequacy of quality assurance officers makes the teachers who are not devoted in their work absent themselves from school. It was also found out that in most schools, there was lack of effective administration by the head teachers since most of them were also involved in teaching. This led to little time or none at all left for the head teacher to check on teacher's schemes, lesson plans, lesson notes and students' progress record and observation of standard eight teachers conducting their lessons. A study performed in Thika West Sub County by Mburu (2016) opined that head teachers' instructional supervision on classroom lesson observation ensures that teachers employ the right teaching approach and use appropriate teaching tool. Also through head teachers' evaluation of teachers' lesson plans, teachers are motivated to always prepare lesson plans hence advance the instructional process and evaluation of teachers' records of work ensure that teachers

always maintain accurate records of work and in turn help in enhancement of learners academic performance.

Habitually classroom visitation by head teachers to give confidence to teachers and paying attention to the daily classroom activities encourage the teachers, raises teachers and learners self-esteem, motivate them and eventually impacts on the school academic performance in national examination (Sweeney, 2012). According to Transparency International (2013) schools in which directors inflict corrective measures to the teachers, the likelihood of teachers to be present in schools is inevitable and schools with a superior possibility of visits by senior officials have lower rates of teacher absence too. During such a visit, lesson observation and documentation of the teacher's practices is done. After classroom observation, conference should be organized to discuss problematic areas with the teacher. Therefore, corrective measures and lesson observation by head teachers may decrease absenteeism.

Reche et al (2012) defines lesson plan as a specialized document which consist of sequential arrangement of a lesson organized by a teacher for the aim of teaching. A lesson plan acts as a guide for the teacher to specify how and when will the lesson be taught and if the objectives are achieved. The teacher plans for remedial lessons if the objectives are not achieved for a better understanding of the concept. In a lesson plan the teacher also indicates if a lesson has not been taught and when will the missed lesson be recovered. Transparency International (2013) explains that administrators have a mandate to physically observe teachers while teaching a lesson in school. Systematic presentation of a lesson plan is crucial for excellent teaching. The proper alignment of a lesson plan is from known to unknown. The teacher should give priority to what

the learner knows and teach what is not known by the learner. Observing lessons gives the head teacher opportunity to recognize the excellent performance of teachers and learners, identify the weak areas and guide the teachers on more supportive strategies to be used to enhance learners' performance. The head teachers should also develop a school improvement strategy with collective approaches to act as an aid on improvement of teaching and learning (Transparency International, 2013). Lesson observation, monitoring and evaluation in order to improve the standards of learning in schools is a component of the functions of the Curriculum Support Officers and Quality Assurance Support Officers. The school timetable should cover all aspects of the curriculum and should be followed.

It is upon the school management to improve teachers' attendance by informing teachers to clock in and clock out as per the ministries regulation and enhance time keeping so that learners are attended in every lesson as per the time table, and discourage teachers from departing classes while they attend to other duties of work or personal activities (MoEST, 2012). Maintenance of professional documents: records of work covered, the schemes of work, lesson notes, attendance register, lesson plan, progress record books and mark books is a requirement for teachers according to rules and regulations governing teachers' profession. A scheme of work is a plan prepared by the teacher to guide on topics, sub topics, objectives to be achieved, activities to be performed by both teachers and learners, learning resources, teaching and learning aids to be used during the teaching process and lastly the remarks column where the teacher comments (MoEST, 2012).

A study performed at Mwimbi Division, Mara District in Kenya by Reche et al (2012) indicates that high academic excellence depends on sufficient preparation of a teacher before attending a

lesson because it leads to systematic and sequential presentation and delivery of concepts and enhances learners' academic performance. Effective teaching is as a result of sufficient planning of a lesson by teachers, connecting it to their scheme of work and general curriculum requirements. Effective scheming and lesson planning is vital so that lesson time is used effectively, administrators should ensure the prepared schemes of work and lesson plans shield all national curriculum competences and contain suitable assessment. However, teachers should prepare their lessons plans and instructional materials emphasis based on learners understanding and accommodating individual differences (MoEST, 2012). Though the above literature review links supervision of lesson to head teachers' management role but it does not specifically link the study to academic performance of learners in Kisauni Sub County.

Kananu (2011) indicates that there is insufficient syllabus coverage in Public schools and in schools where the syllabus is covered the content is not done commendably. According to Amadalo, Shikuku and Wasike (2012) revision by students, who cover the syllabus early in the year, attain a better mean score than those who cover the syllabus just before the national examinations. Ribeiro (2011) argues that teacher's workload also has an impact on syllabus coverage. Schools that completed syllabus three months before examination had high academic performance while teachers who were unable to complete the syllabus significantly contributed to low academic performance among schools (Kimani, Kara & Njagi, 2013).

A study performed by Mutegi (2014) indicates that most schools take part in co-curricular activities whereas its practice and competitions take place at the regular learning hour. According

to the study co-curricular activities require the participation of teachers and pupils but do not necessarily influence pupil academic excellence. The study further point out that syllabus coverage is interrupted in schools where teachers did not attend their lessons as allocated on the timetable hence influence learners academic performance.

A study by Wakori (2014) opined that administering of many formative continuous assessment tests without thorough revision of each question and topic tested in general affects teaching and learning time that could be used on content delivery to enhance syllabus coverage. The study added that Multitude of encounters tackled by head teachers on inadequate syllabus coverage and lack of thorough revision are as a result of negligence of teachers teaching in earlier classes not covering syllabus in respective classes, hand over the classes to other teachers with unfinished syllabus coverage or move with the learners to the next class continues teaching and the problem keep on recurring on every class hence leading to inadequate syllabus coverage which translates to low academic performance in schools. While the cited studies dealt with syllabus coverage and its impact on learners' academic success in other areas, this study will focus on finding out if syllabus coverage of subjects is checked before handing over to the next teacher to ensure completion of content of a particular class in public primary schools in Kisauni Sub County.

In (2014), Olowoyeye and Alonge on mastery of the subject matter by teachers indicates that mastery of the subject matter by the teachers teaching a particular subject is important in enhancing learners' academic performance. A teacher, who has knowledge of what to teach, confidently gives

the correct content to learners with proper explanation and is ready to answer any question posed by learners and assess learners' subject mastery. The study also states that mastery of subject matter raises the teachers' capability to teach unlike teachers teaching without mastery of the content to be taught. These teachers use language which considers the level of learners and this makes the lesson to be interesting, motivating, learner centred and instigate the learners to be attentive and critical thinkers hence improved academic performance. This is an indication that teachers' mastery of subject matter influences learners' academic performance.

Kamamia, Ngugi and Thinguri (2014) argued that comprehensive understanding of the subject matter and familiarization of the syllabus enables teachers to teach the required content only, using the right teaching and learning materials and teaching methodology. A teacher with mastery of subject matter gives quality teaching and can change the learners' environment by creating an interesting lesson and avoid misconception to a learner that he or she cannot tackle a certain subject during a lesson. The study further indicates that this is as a result of the teachers using all the available skills and knowledge in order to make learning interesting and understandable. Also the core competencies such as critical thinking, problem solving, self-efficacy, creativity, innovation, communication, collaboration and learning to learn are easily acquired by learners. The student understanding of subject content allows the teacher to attain the specific objective of the lesson and translates to desirable academic performance of the learner. Content mastery by teachers determines the evaluation of learners in both formative and summative tests. This gives response on teachers' level of mastery in terms of teaching and learning. The above cited studies dealt with teachers' mastery of the subject matter and its influence on learners' academic performance in other areas, this study will focus on finding out if teachers teaching in public primary schools in

Kisauni Sub County have mastery of subjects of respective classes they are handling and its influence on learners' academic performance.

### **2.1.2 Absenteeism of Teachers**

Omambe (2014) indicates teacher absenteeism which stood at a high rate was a weakness in the head teachers' management skills of human resource. According to Rwenji (2012) teacher's absenteeism is a reason behind the poor performance in primary schools in Kenya. The interview carried out on parents, indicates that teachers do not show up in the classes most of the times. Kamuri (2013) found that only about a third of teachers teach learners what is expected though they are seen entering classroom for curriculum implementation. The low level of curriculum implementation is expected to have a major effect on the learners' academic excellence. According to Duflo, Rema and Stephen (2012), disciplinary actions are rarely taken against absentee teachers, only a few Principals report their teachers for poor attendance. Teachers' absenteeism also reduces the amount of instructional time and its consequence is poor syllabus coverage.

According to Transparency International (2013) the survey findings of teacher absenteeism from 2004 to 2011 from twenty countries indicated teacher absenteeism is at a high rate in the developing world. Morocco, Brazil and Tunisia being the lowest with 10 percent, Nigeria 11 per cent, Mongolia 12 per cent, Peru 13 per cent, Ecuador and Honduras 15 per cent, Bangladesh and New Guinea 16 per cent, Cambodia and Pakistan 17 per cent, Zambia and Tanzania 18 per cent, Indonesia 19 per cent, Ghana and Senegal 24 per cent, India 25 per cent, Uganda 28 per cent and Kenya leads among these countries with 30 per cent of teacher absenteeism in her schools, more than four out of ten children missed school daily. However, the findings from the literature review

have not particularly linked the teachers' absenteeism in the study to influence the academic performance of learners in Kisauni Sub County.

### **2.1.3 Teacher Motivation**

Research by Mkumbo (2012) in Tanzania reveals several motivating and de-motivating factors are associated with teaching. The findings in this study indicate that teachers were de-motivated by the increased work load compared to the low salary they received. Low motivation among teachers contributes to lack of commitment and lack of morale among teachers leading to poor performance. Teachers who do not perform well in their subjects should be reprimanded and those who perform well motivated through appraising them for their good work. This is because motivation of teachers creates healthy competition, a feeling of appreciation and results in enhanced delivery of content amongst the teachers' hence positive impact on pupils' general performance (Ndirangu, 2015). This has been confirmed by the findings of Reche et al (2012) revealing that high commitment levels by the teachers results in good performance and teacher motivation as a vital factor. The study also concurs with (Mutungwa and Orodho, 2014) who indicates that the quality of teachers' motivation has important effect on improved learners academic performance and that the schools should see to it that funds are set aside from their budget for teachers motivation.

Duflo, Rema and Stephen (2012) argues that teachers are responsive to the financial incentives and recognition helps to work as an instrument for strengthening the behaviors that drive an institution to quality and excellent boost to teachers' engagement therefore improve learners' academic excellence. The research further indicates that teachers respond to rewards and fines; in



other school's teachers are rewarded by the school according to the number and quality of passes that their students register in exams. This has motivated teachers to work hard even harder in preparing pupils for the examination. The study performed by Hakim, Naim, Muso, Madu and Yusif (2014) in Ghana indicates that teachers rush to complete syllabus, improper organization by teachers before the lesson, teacher absenteeism, insufficient teaching and learning materials, insufficient motivation of teachers, ineffective supervision of teachers were factors contributing to low academic success among others. This study will establish whether teacher motivation influences learners' academic performance in Kisauni Sub County.

## **2.2 Influence of Head teachers' Student Management role on learners' Academic Performance**

Head of schools must ensure teachers uphold an atmosphere that enhances learners learning. Teachers must be able to observe all learners, monitor their work, provide instructional materials and involve them in decision making (MoEST, 2012). Increased learners' performance is associated with conducive learning environment (Mutungwa & Orodho, 2014).

### **2.2.1 Conducive Learning Environment**

According to the study performed in Kuala Terengganu in Malaysia by Mudassir, Norsuhaily and Ado (2015) emphasized that school conducive learning environment can influence learners' academic performance and therefore excellent teacher- student relationship facilitates learning development and eases high academic performance. Head teachers and Teachers who appreciate and understand the diverse needs of their learners in teaching and learning environment by being friendly, attending to their needs and appreciate the individual differences between them and encouraged to participate in learning discussions and listened to enables the learners to be free to

share knowledge and experience that will enhance better school environment that has a direct link on learners academic achievements.

A study in Kenya by Onderi, Kiplangat and Awino (2014) in Kericho Sub County Indicates that Conducive learning environment is crucial to learners' success. Well-arranged guidance programmes for students by teachers, provided adequate instructional materials such as textbooks, academic performance will improve. This is because frequency of provision of adequate textbooks by head teachers' significantly affects KCPE performance in schools (Wasonga, 2013). Head teachers should provide good working conditions for both teachers and learners. Provision of conducive working conditions of teachers is linked to increased academic performance of learners (Mutungwa & Orodho, 2014).

A study performed in Rwanda by Rulinda, Role and Makewa (2013) Examining students' perception on academic performance from 240 students indicated that the unwillingness of Principals not involving students in decision making on matters concerning them was noted. Mutungwa and Orodho (2014) reveal that school management should engage learners in decision making on matters that directly affect them and not ignore them in their school management. It is the function of the head of schools to confirm that pupils participate on decision making especially on issues of their concern. Students should be involved in decision making through the student government which is a link to the head teachers. This enables learners to have high self-esteem. The Basic Education Act emphasizes that a student representative should be an ex-officio member of the Board of management. The school system should encourage learners' involvement in decision making for effective school management (Kenya Education Management Institute, 2014).

Successful participation of pupils in making decision, increase learners' self-image besides improving their academic success (Onyango,2012).

Mburu (2016) emphasizes that teachers' expectations from their students and schools environment have strong influence on student performance. He indicates that when students know that their teachers have low performance expectations from them, tends to make them feel that they cannot perform hence leading to poor performance. Students should be comfortable and believe that they are in the right place of learning and that what they are learning is relevant. Therefore, the learning surrounding should be friendly and to enable students achieve their educational goal. Conducive learning surrounding would be suitable for effective teaching and learning. Creation of child friendly environment, frequent monitoring of student progress, provision of instructional materials, follow up assistance to the learners, individualized activities and classroom experimentation, effective use of pedagogical strategies and assessment and modification of implemented skills is essential in classroom management (OECD, 2012).This calls for head teachers to create conducive environment of learning towards their students and for teachers to teach, ultimately leading to improved academic performance. While the cited studies deals with provision of favorable learning surround and learners taking part in making decision in other areas this study will focus on its influence to learners' academic performance in public primary schools in Kisauni Sub County.

### **2.2.2 Focusing on Learners Achievement**

Onderi, Kiplangat and Awino (2014) focusing on learners' achievement the study indicates that unfriendly utterance about pupils academic success could harm their self-worth. Teachers should instead permit learners to turn to them and therefore improve their academic success. The study

also indicates that teachers must ensure that pupils take part actively in lessons through participation, interrogating and use of varied feedback. On other hand teacher-centred undertakings can lead to low academic achievements. This concurs with (Irungu and Nyagah, 2011) that while teaching teachers should use varied pedagogy such as demonstration, group discussion and experiments in order to make the learning more interesting. Teachers should also create more contact hours in between learning. Teachers are expected to encourage young people to think and ask questions freely. Teachers should also allow young people to express themselves, defend and justify their answers in order to have high self-worth.

According to (MoEST, 2012), the learners' views should be respected even if the teacher are not in agreement and teachers should use practical materials to help learners understand the concepts taught clearly. Learners should be encouraged not to shy away from asking or avoiding asking their teachers to discuss, elaborate or re teach a topic once more where they did not capture the content. They should also be encouraged to be participative in their curriculum activities through team work, collaboration, peer teaching, group discussions, academic projects using the issued guidelines by their teachers that provide good ideas and incorporate exchange of views. Children are born with different abilities to learn, good teachers should be able to cater for individual differences by building on youthful usual inquisitiveness and aspiration to be taught, congratulate them for what they do well and give confidence to them when they have challenges. The MoEST (2012) emphasized that it is the task of the head of school to make sure learners performance is evaluated by teachers. Evaluation enables teachers to observe the youthful inquisitive learning so as to help them to be able to take the next steps along the way. Helps learners to understand what they need to do in order to advance their work. Through assessment teachers are able to know how

learners are coping on and also inform parents on their children academic success or failure. The assessment also enables the teacher to provide or suggest support in terms of teaching and learning materials, guidance or moral support in order to enhance good performance of learners. Setting performance goals has positive impact on teacher motivation and academic performance. It is a tool for teachers to evaluate where their students are and where they want them to be Kimani, Kara & Njagi (2013).

### **2.2.3 Role Models**

According to MoEST (2012) deployment of teachers in classrooms is crucial as it impacts on instructional equity and quality education. For professional teachers apart from teaching curriculum content serve as role models to students especially where there is positive academic relationship between teachers and learners. The school management should have a system of managing, supporting and motivating teachers for instructional equity enhancement in classes and emphasize subject-matter mastery. Various personalities of students in many schools require teachers to pay great attention to the learning needs of individual pupils and provide methodologies that will cater for the individual differences. High-quality teachers should be all round such as passionate, sociable, tolerant, able to create understanding with pupils, devoted to the development of their pupils, easily accessible, fascinated in learners learning process, and always be curious of their position as role models. Great teachers create great students, inspiring and knowledgeable teachers have the most important school-related factor influencing student success (MoEST, 2012). Good teachers would not speak unsympathetically to their learners or even make fun of them in front of others, but motivate and involve the learners without use of physical violence against them. Pupils should be treated with respect and spoken to courteously. It is upon the teachers to make the necessary determination to understand their learners' individual difference

and display interest in them and in their academic or learning progress. Noble teachers involve parents in connection to learners learning progress in making sure that learners are well supported at their residence and at school in terms of hunger, tiredness or upset (MoEST, 2012). This literature review links to head teachers' student management role in relation to focusing on learners' achievement and teachers being role model to the learners in general, this study will specifically focus on its influence to learners' academic performance in most public primary schools in Kisauni Sub County.

### **2.3 Influence of head teachers' Resource Management role on Learners' Academic Performance**

It is a requirement on head of schools to embrace financial, material resource management and procurement as according to the constitution of Kenya. This has been emphasized on the basic education act which supports the provision of learning and teaching materials and appropriate financial resources. The head teachers should ensure that teachers provide quality basic education, considering relevance in the provision and delivery of education by adapting effective and efficient systems to achieve the desired academic performance (Republic of Kenya, 2013). Similarly it is the duty of the head of schools to make sure that there is participation of teachers and the learners in making decision in relation to resource managing plan in a school is enhanced (Mutungwa & Orodho, 2014). Integrity and accountability in public finance should also be emphasized (Kenya Education Management Institute, 2014b).

#### **2.3.1 Material Resource Management**

A study by Birimana and Orodho(2014)in their study done in the Republic of Rwanda on instructional material resource availability as well as teachers successful management of classroom and content delivery in schools in Huye District, established that instructional material

resources has positive and significant influence on teacher active classroom control and effective teaching, and eventually students' academic excellence. A study performed by Waweru and Orodho (2014) on management practices and students' academic achievement in schools in Kiambu District, Kenya revealed that operative managing of resources is a requirement in enhancing students' academic success. The study suggests the competent and operative distribution of resources when they are required is through competent resource management strategies which are very essential to enhancement of academic excellence in schools. The resources are inclusive of both financial and material resources. These should be provided by the head teacher in an institution.

In 2015, Ndirangu indicated that there is inadequate provision of teaching and learning material resources by head of schools while they are very essential in learning and teaching process. This has a negative consequence on the learners' academic achievement. The inability for teachers to provide adequate instructional materials made teachers not to teach within the syllabus. This study concurs with (Onyango, 2012) who established that performance of teachers is influenced by the availability of learning resources. Head teachers should ensure proper procurement procedures are followed in obtaining instructional materials and that purchased instructional materials are in school and are being used properly (Kenya Education Management Institute, 2014b).

Teaching and learning materials should be available since it greatly influences learning and hence the performance of learners, the low academic success is as a result of inadequate supply of textbooks which makes teaching and learning to become complicated and unsuccessful. However availability of learning resources will promote good performance.

A study performed by Olayinka (2016) opined that instructional materials are vital in developing learners' critical thinking. Performance of learners supplied with adequate instructional materials is more enhanced than performance of learners whose schools lack instructional materials. Head teachers should not insist on purchasing instructional materials but also advise teacher and pupils to improvise where there is deficit. Instructional materials are very essential for teacher to achieve the set objectives of the lesson. The study further indicate that instructional materials makes learning interesting, contribute to active participation of learners, makes teaching easy due to quick grasp of the concept, leads to development of skills such as manipulative skills, makes learning realistic, attractive and meaningful and therefore enhance learners academic performance. In 2016, Tety also argued that Schools which have adequate instructional materials have better performance while schools with inadequate instructional resources perform disappointingly. The study also indicate that teachers concentrate more on readymade instructional materials and are not interested to develop their own instructional materials.

### **2.3.2 Financial resource management**

A study by Omambe (2014) argues that 95% of the head teachers encounter challenges related to books of account as well as financial management on school funds as a crucial management practice that consequently affects allocation of learning and teaching resources and school programmes that require funds. Absence of transparency in financial matters raises suspicion, negative attitudes as well as lowering moral among the stakeholders. Hence the study concludes that lack of personnel and other resource management by head of school and teachers expressively reflects in low academic grades of learners at Kenya Certificate of Primary Education. Head teachers are the accounting officers and are expected to promote and enforce good management



skills, with concern to the use of public funds as well as proper management, accountability and transparency for accounting of public funds.

The government of Kenya through the Ministry of Education provides funds to public primary schools in two different accounts namely SIMBA account and general purpose account with associated vote heads. Vote heads for SIMBA account include: Textbooks and its maintenance, exercise books, supplementary readers and reference materials, stationery such as pencils, dusters, chalk, register, charts and wall maps. Vote heads for general purpose account include: Support staff wages, R.M.I (repairs, maintenance and improvement of physical facilities), school based examinations, Local transport and travelling, electricity, water and conservancy, telephone and rental box and contingency. Signatories to the two accounts are the head teacher, BOM chairperson and an elected parent's representative (Kenya Education Management Institute, 2014b).

The role of the Board of Management in managing resources is to ensure that all the finances utilized in schools are well managed and accountability made to the concerned parties. The accurate data on returns and accounts audited regularly as required and the head of the institution is held responsible for the institution and to the board. The head should provide information to the board to enable it to be up to date and to make well-versed decisions. Board of management is also the custodian of all the school property and control the use of funds so as to ensure that the limited funds are used as intended for the benefit of the learners (Kenya Education Management Institute, 2014b). Republic of Kenya (2012) indicates that accountability of public officers should be emphasized especially on those involved in management of public finances. All financial and material losses in the store and have been recorded in the school inventory must be reported by the

head teacher immediately to the chairman BOM, the County Director of Education and also nearest police station. Measures to deal with financial misconduct, misappropriation of funds or failure to comply with laid down regulations will depend on misconduct or the offence (Teachers Service Commission Act, 2012). Financial misconduct or misappropriation of funds leads to head of school suspension, interdiction, replacement of damaged or lost items recovery of funds in part or whole, or prosecution in a court of law (Teachers Service Commission, 2013).

The head teacher and the BOM have an immense duty to show how accountable and transparent they are including delegating financial responsibility to other members of staff. This includes establishment of procurement, tendering, inspection and acceptance and disposal committees in the procurement procedures of the school. The institution should be audited on a yearly basis order to ensure compliance with financial regulations (Republic of Kenya, 2012). On resource management this study establishes whether BOM members and School Instructional Material Selection Committee are involved in the budget preparation and monitoring of procurement of school instructional materials in the public primary schools in the Sub County.

## **2.4 Theoretical Framework**

The study is based on Administrative Theory by Henri Fayol. This theory guided this study and determined the relationship of head teachers' management role on teacher, student and resource management on learners' academic performance.

### **Administrative Theory**

Henri Fayol's administrative theory developed around 1900 mainly focuses on the personal duties of management at a much more smooth level. Fayol believed that management had five principle roles: To plan, to organize, to command, to co-ordinate, and to control (Boundless, 2016). In relation to this study as a planner the head teacher management role is to structure the work relationship, focus by setting targets, anticipates the academic performance of the institution and act accordingly. The head teacher should help students and teachers to achieve their goals by motivating them, involving pupils in decision making in all school activities of their concern, and encourage teachers prepare professional records through frequent checkups. The head teacher as an organizer identifies roles and division of duties based on specialization. The teachers should be selected to manage classes depending on their individual subject performance and not through consensus or consultation. For effective instructional learning the head of school must be able to plan and organize for teachers' capacity building through INSET and advice on improvisation of resources so as to uplift the academic standards of learners. Coordinate the institution's resources (human, material and financial resources) effectively and efficiently in order to improve learners academic performance. The head teacher as a commander should keep the institution's actions and processes running through identifying reporting relationship.

Finally, controls by setting goals, methods and ensure all the above activities to be performed in accordance with appropriate rules and procedures. The theory was relevant to this study because it conceptualized that the head teacher needed to mobilize physical, financial and human resources in order to enhance academic performance. They should give a conducive environment for the academic, social and emotional growth of learners. Teachers must establish and implement instruction in ways that students are encouraged to access learning, create supportive and caring

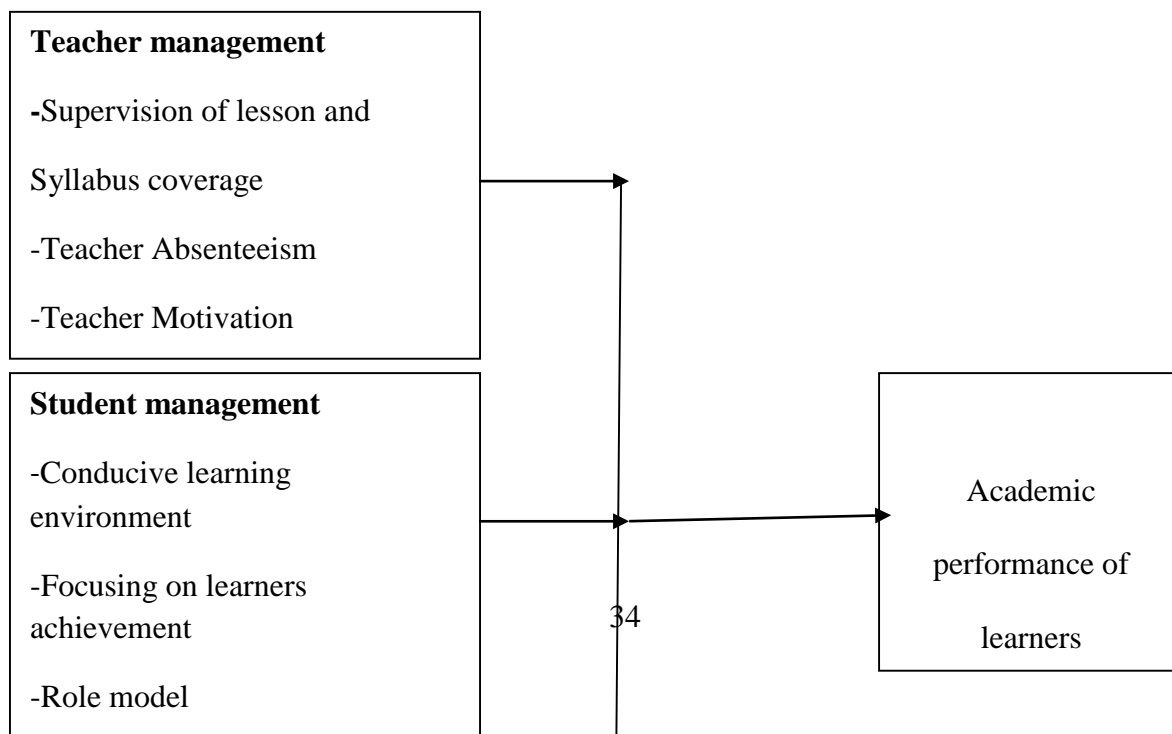
relationships among students, and encourage students' engagement in academic work. Students should be made responsible for their behavior and encourage the use of relevant intervention to help modify or rectify learners with behavioral problems. The ultimate goal of the head teacher should be to appoint teachers based on their specialization and performance. Supervise and monitor the methods of instructions, discourage absenteeism of teachers and ensure efficient use of school time such as on syllabus coverage and proper utilization of time during lesson attendance.

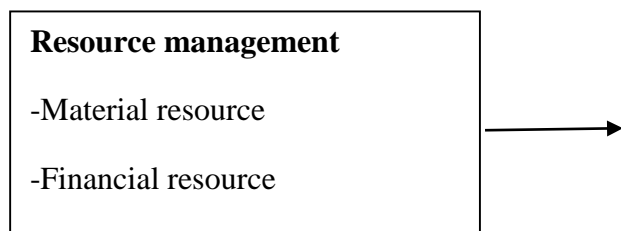
According to Chika (2012) as cited in Kang'ahi, Indoshi, Okwach and Osodo (2012), learners should be responsible during their entire learning period, when teachers are present, supervised and learning occurs. If on opening day teachers and students report to school, schemes of work prepared during the holidays and not when schools open, attend lessons with well-prepared lesson plans and use the classroom time wisely then high academic performance can be achieved. The Teachers Service Commission agrees with the administrative theory hence teachers have been forced to sign the performance contract and promotions being based on one's academic performance in their subject area. The head teacher should establish procedures of capacity building to teachers through internal INSET to enable teachers to have necessary skills and abilities. Head teachers must write work rules and standardized work procedures through delegation of duties such as empowering the panel heads to supervise to ensure their completion of any assigned tasks. Using administrative theory the study also investigated the head teachers' management roles on teachers, pupils and resource allocation and their influence on learners' academic performance in Kisauni Sub County primary public schools.

## **2.5 Conceptual Framework**

The main purpose of this study was to find out the influence of head teachers management role on learners academic performance in public primary school in Kisauni Sub County. The framework shows the organization of ideas on head teachers' teacher, student and resource management role, as independent variables and its influence on academic performance as dependent variable. The independent variables which includes; the head teachers' teacher management roles such as: supervision of lesson attendance, syllabus coverage, teacher absenteeism and teacher motivation.

Head teachers student management roles including provision of conducive learning environment, focusing on learners' achievement and teachers being role models and the last independent variable being head teachers resource management role comprising of material and financial resources have an influence on the academic performance of learners (dependent variable). The effectiveness of academic performance relies on the head teachers' management roles. In relation to the theory used effective planning, organizing, commanding, coordinating and controlling of head teachers management roles in relation to teacher, student and resource management enhances learners' academic performance and vice versa.





**Figure 2.1. Conceptual framework**

**Independent variables**

**Dependent variable**

**(Source: Researcher, 2019)**

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter describes the methodology the researcher used in the study. It includes the research design, Target population, sampling method and procedures, data collection instruments and procedures, methods of data collection, data analysis and data presentation.

### **3.1 Research Design**

Research design is a process aimed at answering the research questions and solves the research problems (Ngechu, 2010). In this research, descriptive research design was used, which involved administering of a questionnaire as a method of data collection to sampled individuals (Orodho,

2003). It also describes natural educational phenomena that are of interest to policy makers and educationists, (Borg & Gall, 1989 in Siti & Madya, 2001). This study studied the head teachers' management role on learners' academic performance in a natural educational phenomenon hence descriptive research design was the most appropriate for the study.

### **3.2 Study Location**

The study was conducted in Kisauni Sub County of Mombasa County, Kenya. The Sub County has twenty five public primary schools. The schools are distributed into two zones namely Bamburi and Kengeleni zone. 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 five years in Kenya Certificate of Primary Education examinations with the exception of two schools namely Ziwa la Ng'ombe and Kengeleni made it be the choice for the study locale. The results from the Sub County office show that more than half of the learners hardly attain a minimum of 250 marks in Kenya Certificate of Primary Education. The choice of the area of study was also factored on the fact that it was convenient to the researcher in relation to distance thus saving time and finance during the study period.

### **3.3 Target Population**

The target population constituted twenty-five public primary schools in Kisauni Sub County, twenty-five head teachers and thirty-five deputy head teachers bringing it to a total population of sixty.



### 3.4 Sample Size and Sampling Procedure

Twenty schools, twenty head teachers and twenty deputy head teachers were sampled as respondents for the study. Among the twenty selected schools ten had two deputies therefore convenience sampling was used. The first met deputy head teacher was involved in the study. Twenty head teachers out of twenty-five and the remaining ten deputy head teachers out of thirty five were sampled through purposive sampling; one from each sampled school in Kisauni Sub County for the purpose of the study. The researcher used simple random sampling technique where 18 schools in the sub county were selected. The two schools namely Ziwa la Ng'ombe and Kengeleni were purposively selected because more than fifty per cent of their learners obtain 250 marks and above. The remaining five schools were used for piloting. The head teacher of each selected school was automatically sampled for the study because of their strategic position in the management of the teachers, students and resources in a school and the deputy head teachers act as head teachers in the absence of the head teacher.

**Table 3.1**

*Sample size*

Population	Target Population	Sample	Percentage
Head teachers	25	20	80%
Deputy head teachers	35	20	57 %
Public primary schools	25	20	80%
Total	<b>60</b>	<b>40</b>	<b>67 %</b>

**Source: Curriculum Support Officers Office (2018)**

### **3.5 Data Collection Instruments**

The research was carried out by collecting primary data for the study from the head teachers and deputy head teachers through semi structured questionnaires. According to Orodho (2003) a questionnaire provides quantifiable answers which can be easily analyzed. In this study the questions in a questionnaire were standard and all respondents answered the same type of questions. Respondent's anonymity was assured which was possible through the use of a questionnaire and because of the following advantages the researcher decided to deploy them. The questionnaires were distributed to twenty head teachers of the selected schools and twenty deputy head teachers. The questionnaire for head teachers was used to collect data from head teacher on the teacher, student and resource management role that as an individual undertakes. The questionnaire for deputy head teachers was used to collect data relating to teacher, student and resource management role used by head teachers in their schools. The head teachers and deputy head teachers from the remaining five public schools not involved in the study were used for piloting. The tool used for both head teachers and deputy head teachers consisted of four sections: The first part sought demographic information of the respondents, the second part sought head teachers teacher management role in relation to lesson supervision, syllabus coverage, absenteeism and teacher motivation. The third part of the questionnaire required information on head teachers' student management role in relation to provision of conducive learning environment, focusing on learners' achievement and teachers as role models to learners. The last part sought information on head teachers' resource management role in relation to BOM and SIMSC involvement in school budget preparation and monitoring of procurement process, sufficient store records and effective use of resources.

### 3.6 Piloting of the Instrument

These are the results of the research study conducted prior to the intended study. It was executed as planned for the intended study, but on a smaller group of the remaining five schools which were not included in the main study (Five remaining schools out of the twenty five, five head teachers and five deputy head teachers each from one selected school). This was to assess the feasibility of the process for the success of the main study. Further, the pilot study enabled the researcher to reconstruct the instrument to ensure that it includes all items that measured adequately the variables of the study. It also enabled the researcher to assess time management.

#### 3.6.1 Reliability Results

Reliability is said to be the degree to which the instrument gives consistency in results of a score and without bias (Mugenda & Mugenda, 2008). The reliability test enabled the researcher to determine the consistency of the tool or instrument used and provides similar results about the influence of head teachers' management role on learners' academic performance when used again and again. The rule of thumb of Cronbach Alpha is that the closer the alpha is to 1, the higher the reliability (Sekeran, 2009). A value of at least 0.70 is recommended. The data was justified to be used for further analysis because the Cronbach Alpha coefficient was more than 0.70 as shown in the Table 3.2 below;

**Table 3.2**

#### *Reliability Results*

Constructs	Number of Items	Overall Alpha	Cronbach's	Acceptability
Teacher Management	10	0.718		Acceptable
Student Management	5	0.833		Acceptable
Resource Management	6	0.763		Acceptable

Some items had to be removed to improve the Cronbach Alpha coefficient in most of the independent variables and the dependent variable. It was found that the reliability estimates and items total correlations of the variables ranged from 0.718 to 0.833 which was reasonable, giving support for the validity of respondents rating. From Table 3.2 above, the internal consistency measures of the three independent variables namely; Teacher Management, Student Management and Resource Management, the variables were much acceptable and valid because  $\alpha \geq 0.70$

### **3.6.2 Validity Results**

According to Mugenda & Mugenda (2008) validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform usually measured in degrees. It is important to pre-test the questionnaire to accurately assess whether the information sought can be accurately obtained from the questionnaire. The researcher ensured the validity of the research by using content validity, which is concerned with the extent to which the research instrument measures according to the research objectives collection. Content validity checks if the instrument provides adequate coverage of the research objectives. The validity of the instrument was assumed through acceptance and advice of my two supervisors both from Kenya Methodist University. This was after scrutinizing the instrument and make necessary adjustments for the instrument to have adequate data that was able to answer the research questions. The researcher also pre-tested the questionnaire by administering the questionnaire to five head teachers prior to conducting the research in order to establish the validity of the questionnaire as well as establish areas of improvement in the questionnaire.

### **3.7 Methods of Data Collection**

The researcher personally sought permission from the Sub County Director of Education to conduct the study in public primary schools in Kisauni Sub County. The researcher visited the

schools in person and asked for permission from all public schools head teachers to collect data from their respective schools before delivering the questionnaires to them. The researcher collected the questionnaires immediately on completion of filling. This was to enhance an expected one hundred percent return rate of the questionnaires. However the researcher attained a 75 percent response rate; this was as a result of some of the targeted head teachers and deputies being away from the schools on other school duties. Mugenda and Mugenda, (2008) indicates that a response rate of 50 per cent and above is considered sufficient for making analysis and report. A rate of 60 per cent is good. A response rate of 70 per cent and above is considered excellent. This study therefore shows that the response rate was excellent for analysis and reporting 75 percent means that the sample was well represented in the questionnaires that were filled and returned. The researcher targeted five schools per day hence it took four days to complete the exercise.

### **3.8 Operational definition of variables**

The descriptive research design was used to determine the influence of head teachers' management role on learners' academic performance in kisauni Sub County. The independent variables in the study included head teachers teacher management, student management and resource management while the academic performance of learners was the dependent variable. Head teachers teacher management role was assessed through selection of teachers to manage class eight, coordination and controlling of teaching outcome, checking of teachers professional records, lesson observation , checking of syllabus coverage, mastery of the subject matter by subject teachers, absenteeism of

teachers , non-attendance to lessons, target setting and motivation of teachers. Head teachers student management role was determined by looking at provision of conducive learning environment in schools assessed through checking the provision of instructional materials and pupils' involvement in decision making. Head teachers student management also focused on learners' achievement through proper preparation of pupils for K.C.P.E and the quality and quantity of teaching the learners in Kisauni Sub County. Head teachers resource management role looked at the participation of the Board of management and parents association in the preparation of school budget and monitoring of school procurement process. Checking the record keeping, prompt issuance of instructional materials, School instructional material selection committee involvement and effective use of the funds in order to improve working conditions and acquisition of resources at school.

### **3.9 Data Presentation and Analysis**

Questionnaires were checked to ensure completeness and consistency after data collection. Each item was assigned a numerical symbol to represent specific response. The data collected was analyzed using both quantitative and qualitative methods. Quantitative data analysis required the use of a computer sheet, therefore statistical package for social sciences version 23 (SPSS) was used to generate data using descriptive and inferential statistics involving measures of central tendency; mean, measures of frequency; frequencies and percentages and measures of variability; standard deviation. The result of analysis was presented in form of frequency tables and graphs.

Pearson correlation coefficient was used to establish the relationship between the dependent and independent variables. Regression analysis was used to test relationship between the dependent and independent variables. ANOVA was used to test the reliability of the variables and establish the significance of the regression model. The qualitative data gathered from open ended question was organized and analyzed using thematic analysis by grouping data into themes which were then interpreted according to objectives of the study, comparing responses and conclusions drawn. The qualitative data was presented thematically in line with the objective of the study.

### **3.10 Ethical Consideration**

The researcher received introduction letter from the Kenya Methodist University, Kisauni Sub County Director of education, research authorization letter and a research permit from NACOSTI allowing the researcher to conduct the research in all public primary schools in Kisauni Sub County. Consent from respondents was sought and explained to them what the study was all about and what the information given was going to be used for. The researcher assured them that all the information received would be treated with confidentiality and the information given was not to be used for any other purpose apart from the study. The researcher also assured them that the names and identities of the schools and respondents involved in the study were anonymous.

## **CHAPTER FOUR: RESULTS AND DISCUSSION**

This chapter outlines data analysis, interprets and discusses the responses from the respondents in order to make meaning from the collected data in an attempt to give an answer to the research objectives and questions. The purpose of the study was to investigate the influence of head teachers' management roles on learners' academic performance in public primary schools in Kisauni Sub County. The study was guided by the following objectives: to determine head teachers teacher management role, to investigate head teachers student management role and to examine head teachers resource management role in relation to its influence on learners' academic performance in Kisauni Sub County. The presentations were done based on the research questions which formed the sub-headings in the chapter. The first section discusses the background information of the respondents, the second section discusses findings on head teachers teacher management role, the third section discusses results on head teachers student and the last section



discusses head teachers student management role on learners academic performance in Kisauni Sub County. The data analysis process was carried out using Statistical Package for Social Sciences (SPSS) version 23. This chapter also shows the results of analysis in form of frequency tables and graphs. For each table or graph a brief description of the results is provided to help in their interpretation in line with requirements of the question.

#### **4.1 Questionnaire return rate**

A total of 40 questionnaires were issued out to the teacher respondents who comprised 20 head teachers and 20 deputies in public primary schools in Kisauni Sub County. A total of 30 questionnaires were returned comprising 14 head teachers and 16 deputy teachers. Therefore the return rate is 80 per cent for deputies 70 per cent head teachers as indicated on table 4.1. But the overall 87.5 per cent which is sufficient according to scholars like Mugenda and Mugenda, (2008) who noted that a response rate of 50 per cent and above is considered sufficient for analysis and reporting. He added that a rate of 60 per cent is good and a response rate of 70 per cent and above is considered excellent. This study therefore shows that the response rate was excellent for analysis and reporting 75 percent means that the sample was well represented in the questionnaires that were filled and returned.

**Table 4.1**

***Response Rate***

	<b>Issued</b>	<b>Returned</b>	<b>Response rate</b>
Deputy head teachers	20	16	80%
Head Teachers	20	14	70%

## 4.2 Analysis of Demographic Characteristics

Data was collected from a total of 30 respondents of which 14 are Head teachers and 16 are deputy head teachers for the purpose of getting diverse information. The results show that out of 30 respondent teachers, 14 of them were head teachers translating to 47 per cent and the rest (53 per cent) were deputy head teachers. In terms of gender, out of the 14 Head teachers, (8) 57.1 per cent are female and 42.9 per cent male. For the Deputies the male deputies are (7) 43.8 per cent while the female deputy teachers are (9) 56.3 per cent. This therefore means that majority of men are holding managerial posts while majority of women are holding deputy head teachers posts thus complimenting each other's role because men and women holding managerial posts do not differ in the way they rate academic performance. The results are shown in table 4.2. Generally the results have shown that data was collected from almost equal proportion of both the male and female teachers in administrative positions.

**Table 4.2**

*Position held and Gender of Respondents*

<b>Position</b>		<b>Frequency</b>	<b>Percent</b>
Head teachers	Male	8	57.1
	Female	6	42.9
	<b>Total</b>	<b>14</b>	<b>100.0</b>
Deputy head teachers	Male	7	43.8
	Female	9	56.3
	<b>Total</b>	<b>16</b>	<b>100.0</b>

### 4.3 Age of Respondents

The age of the respondents was also assessed and the results indicates that most of the respondents were aged above 40 years 83.3 per cent n=(25). The remaining (5) 16.7 per cent of the respondent teachers were aged between 35 to 40 years of age. The results has shown that the head teachers and the deputies are mature at least to enable them manage the teachers and students and resources for the purpose of aiding learners' academic achievement. These study findings can assume that Promotions were based on seniority and experience. The results on age of respondents are displayed in table 4.3.

**Table 4.3**

*Age of Respondents*

		<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Valid	Over 35 to 40 years	5	16.7	16.7
	over 40years	25	83.3	100.0
	Total	30	100.0	

#### 4. 4 Experience of the respondents

Any manager requires experience to deal with work challenges and increase productivity in work station. The experience of the respondents was also assessed because experience is critical in management of resources for achievement of organizational goals including schools. The results in table 4.4 show that for head teachers, the average experience is 8.18 years with a standard deviation of 4.623. The maximum experience is 15 years and minimum is 2 years. In sum, the results as shown that the head teachers have adequate experience and if well utilized can enable them manage the teachers, resources and students for the achievement of academic goals of the schools.

For the deputy head teachers, the results show that the average experience as deputies is 4.88 years with standard deviation of 3.138. The minimum experience is 1 year and maximum is 10 years. on average, this result imply that most deputies who took part in this study are relatively less experienced so need to learn more from their experienced Head teachers on resource management to enable academic results. The results further imply that the head teachers need to mentor and motivate the relatively inexperienced deputies to learn on the general management of school resources for the achievement of the school goals.

**Table 4.4**

*Experience of the respondents*

<b>Position</b>		<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Head	experience	14	2	15	8.18	4.623
Teacher	Valid N (listwise)	14				
Deputy	experience	16	1	10	4.88	3.138

#### 4. 5 Student Population

The results of the school population shows that a slightly more than half of schools studied, that is (17) 56.7 per cent have a student population of over 1000. The schools with an enrolment of over 1000 pupils have two deputy head Teachers to assist in the management of students. Schools with a student population between 501 to less 1000 were 36.7 per cent (n=11). This result put together means that schools with a student population greater than 500 is (28) 93.4 per cent, therefore the results imply that the principles, assisted by their deputy head teachers manages a large student population in most of the public primary schools in Kisauni Sub County. This has been indicated on table 4.5.

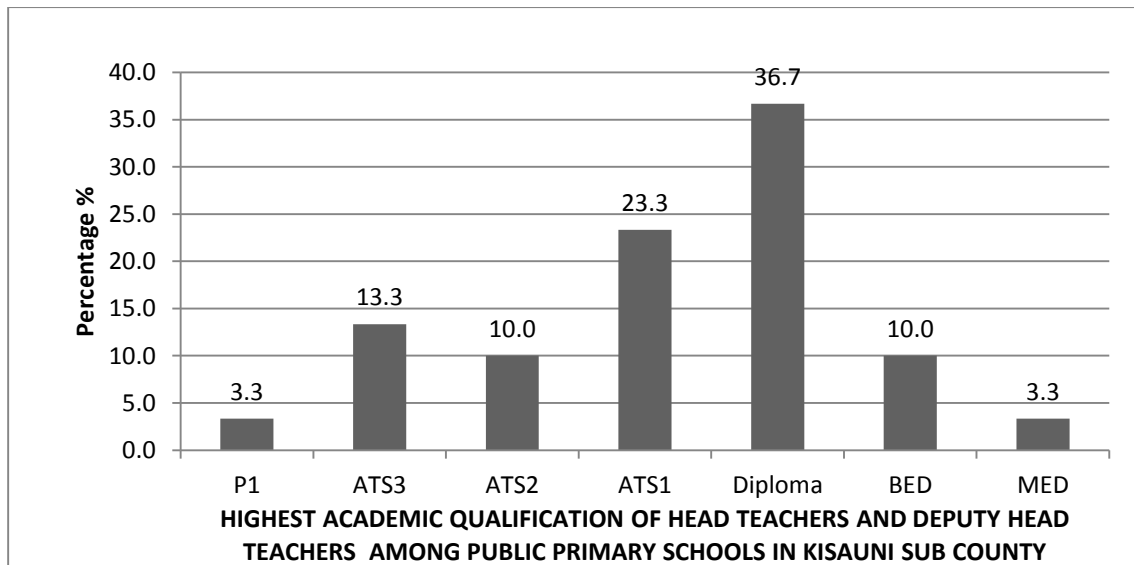
**Table 4.5**

***Student population***

	Frequency	Percent	Cumulative Percent
Below 200	1	3.3	3.3
202-500	1	3.3	6.7
501-1000	11	36.7	43.3
over 1000	17	56.7	100.0
<b>Total</b>	<b>30</b>	<b>100.0</b>	

#### 4.6 Highest Academic Qualification of Respondents

A professional teacher is required to instill desirable skills, knowledge, attitude and values to learners. This therefore means the teacher should be highly trained and prepared to meet these challenges. High qualification is important and desirable ability to enable effective classroom instruction for better academic results. The results on figure 4.1 below show that a majority 36.7 per cent of the teacher respondents in the administrative position are Diploma holders and ATS1 23.3 per cent. Those with bachelor of education (BED) and ATS 2'S are both 10 per cent and only 3.3 per cent of the teacher respondents are P1 and the same percentage has master in education (MED). This therefore means this Sub County is endowed with a spectrum of talent that can be utilized to influence management role on learners' academic performance and ultimately be used to change the performance level of the sub county though the high qualification of teachers does not reflect on the learner's academic performance in Kisauni Sub County this creates a need for a study to find out the reasons.



**Figure 4. 1. Highest Academic Qualification of Respondents**

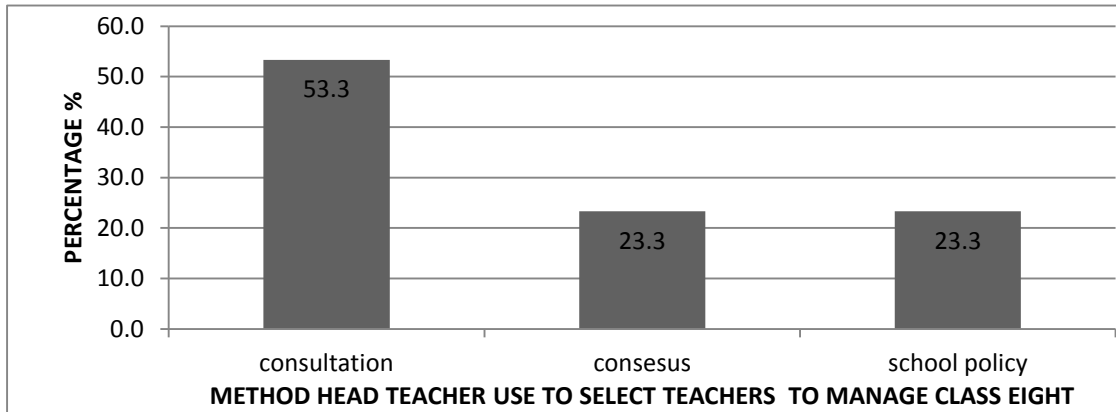
#### **4.7 Head teachers' role on Teacher Management**

willful neglect, careless or improper performance of any work assigned to the teacher, failure of the teacher to teach lessons as allocated on the time table and to prepare professional records is termed as negligence of duty and punishable by the teacher employer (Teacher Service Commission, 2015). The management of teachers by the head teachers was assessed using several key indicators. These indicators included how the head teacher selects the teachers to manage class eight (candidate class), how the head teacher coordinate teaching outcomes in class, how the head teachers checks professional records, how often the head teacher observes lessons and check and consideration of teacher competency before allocating duties and also how the head teacher handles teacher absenteeism and teacher reward.

##### **4. 7. 1 Selection Method of Teacher to Manage Class Eight**

Schools need good leadership and good management. Effective school management relies on a number of factors but the buck stops with the Head Teacher in major decision making. More so on human resource, selection and placement of teachers to manage an examination class is crucial because it can make or break the image of the school. In this regard the head teacher must be both tactful and careful in deciding on which teachers will handle the examination class. The process should be devoid of staff politics. Regarding the approach the head teacher use to select the teacher to manage class 8, the results in figure 4.2 show that a majority 53.3per cent of the head teacher opt to consult in selecting the teacher to manage class eight. 23.3 per cent consider consensus as a criteria for selecting class eight subject teachers and the other remaining 23.3 per cent prefer to abide by the school policy. This means majority of the sampled school head teachers used consultation while none of them considered individual teacher subject performance as being the best criteria of handling a subject in class eight. The head teachers might have assumed that all teachers have mastery of the content to be taught in primary level but individual teacher

performance should be given a priority. A teacher might have mastered all the content to be taught but miss the ability to pass the same information to the learners due to incapability of handling a certain class or lack of proper pedagogy which might enhance learners listening skills, interest, critical thinking and lead to improved academic performance.



**Figure 4.2. Selection Methods of Teachers to Manage Class Eight**

#### **4.7.2 Coordinating and controlling teaching outcome**

Henri Fayol, the father of modern management principles included co-ordination and controlling as some of the tools that a manager needs to run a good organization. In a school plant the head teacher must coordinate and control teaching outcome in class eight because it is the image of the school. The head teachers have a supervisory role to coordinate and control the teaching outcome in the schools. The class eight results reflect what is going on in a school. Poor results send a negative message to all stakeholders about the school and the head teacher is held responsible for those results. In Kisauni Sub County in reference to table 4.6, 26.7 per cent of respondents responded that coordination and controlling of teaching outcome entirely rely on head teachers' supervision, 40 per cent indicating that it is done through delegation of duty. 33.3 per cent indicating that team work is the key factor in determining the teaching outcome in class eight. The



study finding concurs with Kayode and Ayodele (2015) who indicates that controlling of school learning and teaching is enhanced by head teachers effective and proper monitoring and evaluation of learning activities and ensures they are performed in accordance with appropriate guidelines or rules and procedures. The head teachers have powers and authority to delegate administrative duties to the deputy head teachers', senior teachers and subject panel heads then wait for the feedback and act appropriately.

**Table 4.6**

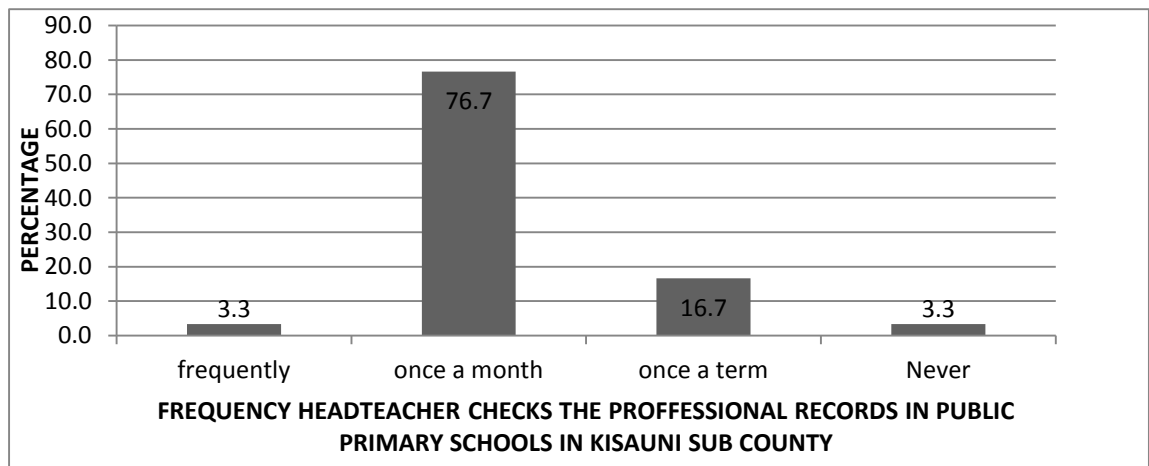
*Coordinating and controlling teaching outcome*

	N	%	CumulativePercent
Head teacher's supervision	8	26.7	26.7
Delegation of duty	12	40	66.7
Team work	10	33.3	100.0
<b>Total</b>		<b>100.0</b>	

**4. 7. 3 Checking of Professional Records**

A well trained teacher must uphold professionalism by attending class, delivering the content, have professional records and be sensitive to their learners. The professional records include; scheme of work, lesson plans, lesson notes, learning aids, mark book, class register to mention but a few. A teacher is expected to have these records and attend to his or her lessons and deliver to the learners what was planned in that lesson in a mastery way and achieve the intended objective of that lesson. It is against this setting that the head teacher is required to check and monitor professional records of the teacher as his/her duty to ensure that the teacher is in line with the code of ethics and conduct of teachers and as a way of managing teachers in order to realize the set goals and academic achievement among the learners.

The teacher respondents were asked to rate how frequently the head teachers carried out the exercise. The results in figure 4.3 shows that most head teachers did it once a month 76.7 per cent some said checking of professional records is never performed in their schools 3.3 per cent also 3.3 per cent of the head teachers check the professional records frequently and only 16.7 per cent said the exercise is done once a term. The results imply that majority of the public primary schools in Kisauni Sub County, checking of the professional record is a monthly exercise. The study findings are supported by Reche et al (2012) who indicates that prior preparation before a teacher goes to class leads to good performance because it leads to systematic and sequential presentation and delivery of concepts and enhances learners’ academic performance. The study also concurs with Hakim et al (2014) indicating that lack of adequate preparation of teachers before the lesson affects learners’ academic performance.

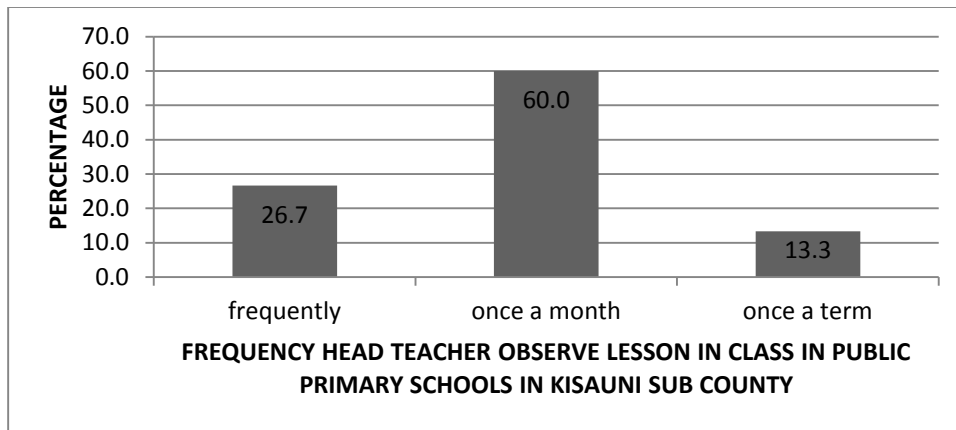


**Figure 4.3. Checking Of Professional Records**

**4. 7. 4 Lesson Observations by Head teachers**

A follow up question inquired how frequently the head teacher observes a lesson in class. In 2016, the Teachers’ Service Commission introduced Teachers Performance and Appraisal Development

(TPAD) tool which is the basis of promoting teachers under the commission. This is an exercise a head teacher is required to physically sit in class as the learners are being taught. It is mandatory for all teachers to be observed in class while teaching at least once per term. The head teachers should avoid assuming learning is in progress if the teacher is in class. Kamuri (2013) found that only about a third of teachers teach learners what is expected though they are seen entering classroom for curriculum implementation. After each lesson observation an average mark should be included in each teachers TPAD tool. Therefore, the head teacher must keep an appraisal file for each teacher in the school and the appraise (teacher) is required to appraise him or herself before the appraiser who should be the head teacher or deputy head teacher appraises him or her and make an appraisal report concerning a particular teacher, discuss the report and only agreed marks posted online to the TSC portal. Teachers' refusal to discuss the appraisal report with the supervisor or appraiser who can be the head teacher or deputy head teacher is insubordination (Teachers Service Commission, 2015). This is actually a policy shift from the earlier one, where teachers were promoted after acquiring a higher certificate. Teachers are now promoted through performance appraisal. Lesson observation is one of the TPAD tool that all head teachers must undertake to their teachers. The study result shows that majority of the Head teachers of public primary schools in Kisauni observe a lesson once a month 60 per cent others do it frequently 25 per cent and others once a term 15 per cent. The results indicate that the head teachers perform their supervisory role. These findings contradict Sule, Ameh, and Egbai (2015) who indicates that there is significant positive relationship between instructional supervisory practice of classroom observation, checking of teachers' lesson notes and teachers' effectiveness in class. Though observation of lesson seems to be done on monthly basis the academic performance is still low in Kisauni Sub County. The results are presented in figure 4.4.



**Figure 4.4. Lesson Observation by Head Teachers**

On teacher management the results of checking of syllabus coverage before handing over to a new teacher, consideration of mastery of the subject by the teachers, absenteeism of teachers, Teachers not attending lessons as allocated in the time table, checking if absenteeism portrayed poor mastery of content by learners, and checking of teachers setting targets at the beginning of the year were indicated in a 5 point Likert scale. The respondents were to state their level of agreement to some statements regarding management of teachers by the school head teachers. The responses ranged from strongly agree (S.A) rated as 1, agree (A) rated as 2, Neutral (N) rated as 3, disagree (D) rated as 4, to strongly disagree (S.D) rated as 5. The results of the items of measurements of teacher management are as shown in table 4.7.

#### **4.7.5 Checking of Syllabus Coverage before handing or taking over to a new teacher**

It is imperative to ensure that the head teacher management system adopted by the school is functional, efficient and effective. On checking of syllabus coverage before handing or taking over to a new teacher, the results shows that only 3 per cent strongly disagree but 57 per cent agree and 40 per cent of the respondents strongly agreed that the head teacher checks the syllabus coverage

before handing or taking it over from one teacher to another during subject allocation or change. The results show that most head teachers manage teachers as required on syllabus coverage to ensure coordination and continuity of the syllabus. But still the checking of the syllabus coverage is not one hundred per cent and pupils in public primary schools in Kisauni Sub County are under performing. This is in line with Wasonga (2013) that in one way or the other head teachers checking of syllabus coverage significantly influenced pupils' performance in the K.C.P.E. Also concurs with Kimani, Kara and Njagi (2013) who opined that inability of teachers to complete the syllabus significantly contributed to low academic achievement among schools. The syllabus is spiral and if not covered in a particular class its consequences will be in ability of the learner to answer questions on the topics not taught hence low academic performance will be portrayed. It is therefore important for the head teachers and his or her team to review and monitor syllabus coverage at the end of the year before the class is taken over by another teacher. In a class where subject syllabus was not covered the head teachers must have a record and mitigate any anomaly before the end of first term of the coming year.

#### **4.7.6 Consideration of Mastery of the Subject by the Teachers**

During teacher subject allocation among public primary school in Kisauni Sub County, the head teacher considers mastery of the subject as criteria to allocate the subject. It is deduced so because the result shows that 57 per cent of respondents strongly agreed and 27 per cent agreed to the statement. That is cumulatively 84 per cent of the respondents accepted that mastery of the subject is considered point during subject allocation in most public primary schools in Kisauni Sub County. The study findings concur with Olowoyeye and Alonge (2014) who indicates that mastery of the subject matter by the teachers teaching a particular subject is important in enhancing learners' academic performance. A teacher, who has knowledge of what to teach, confidently gives

the correct content to learners with proper explanation and is ready to answer any question posed by learners and assess learners' subject mastery. They also opined that mastery of subject matter raises the teachers' capability to teach unlike teachers teaching without mastery of the content to be taught. The findings are also supported by Kamamia, Ngugi and Thinguri (2014) who argued that mastery of the subject matter and familiarization of the syllabus by teachers enables them to teach the required content only, using the right teaching and learning materials and teaching methodology. This clearly indicates that in the Sub County a large number of teachers teaching in public primary schools has mastery of the subjects they are handling in the respective classes.

#### **4.7.7 Absenteeism of Teachers without permission or with frequent permissions**

In a school if two or more teachers are absent in a day is a big concern to the head teachers because if only two teachers are absent in a day, while they were expected to attend at least three examinable subjects an average of three hours and thirty minutes are lost and six lessons will be unattended on that day. This is unacceptable and very unfair to the learners if the teachers did not have a genuine reason to be absent. The TPAD tool introduced by Teachers Service commission requires the head teacher to record all the missed lessons and how the lessons were recovered by the concerned teachers. Regarding the incidents of a teacher being absent from school or frequently asking for permission to be away, only 7 per cent strongly agreed to the statement and almost half of the respondents agreed to the same statement.

Therefore more than half (74.7 per cent) of the public primary school in Kisauni Sub County have a problem of teacher absenteeism or frequently seeking leave to be away from school. This means that the learners in 54 per cent of the public primary schools miss a teacher in due to absenteeism

or frequent leave. The infrequency teacher absenteeism has direct negative effect on learners' academic performance. This can be reduced through effective supervision as emphasized by Transparency international (2013) that formal supervision and disciplinary action may decrease absenteeism. The head teacher should use all the necessary mechanism available to curb or reduce absenteeism because it is his duty to do so since absenteeism of teachers in a school indicates weakness in the head teachers' management of human resource (Omambe, 2014).

#### **4.7.8 Teachers not attending Lessons as Allocated in the Time table**

The responsibility of the head teacher in a school is to allocate classes and subjects to all members of the staff. The deputy head teacher is then vested with the duty to prepare the master time table for the school. The teachers on the other hand are supposed to follow the time table to the latter and be at the right place at the right time. Teachers who do not attend lessons without reasons are simply not diligent and committed to performance of the school and their learners. Such acts by teachers can simply mean insubordination and it is punishable according to the TSC code of conduct and Ethics. The results shows that 47 per cent of the respondents agree that some teachers do not attend lessons as allocated in the time table due to official or non-official reasons. 13 per cent of respondents strongly disagreed on the same. This could be the reason for poor performance in Kisauni Sub County.

#### **4.7.9 Absenteeism Portrayed Poor Mastery of Content by Learners**

The teacher respondents were asked a follow up question on how they feel the absenteeism may lead to poor subject mastery by learners. 43 per cent agree that certainly the absenteeism has negative effect and 30 per cent were neutral or undecided if the cases of absenteeism experienced

in their respective schools indeed brought significant poor subject mastery by learners. However 10 per cent of the schools disagreed and other 17 per cent of the schools strongly disagreed that the problem of absenteeism experienced has had significant negative learner's subject mastery. Learners master concepts that are taught and re- taught frequently. However, when the teacher is frequently absent the opposite occurs and learners discover other ways to keep themselves busy when there is no teacher in class. In a school if two or more teachers are absent in a day is a big concern to the head teachers and learning because if teachers are absent in a day, while they were expected to attend, valuable learning time is lost.

#### **4.7.10 Teachers setting targets at the beginning of the year**

The TSC has embarked on reforms in the teaching service. This paradigm shift of policy has introduced TPAD-Teacher Performance and Appraisal Development. This tool enables the teacher employer to review and improve teaching standards through a systematic appraisal approach with a view to evaluate teachers and promote professional development. This tool is a culmination of performance management which entails strategic planning, performance target setting, monitoring, reporting and appraisal. Performance target setting is the level of performance that a school or a teacher aims to achieve from a particular activity. Therefore, the head teachers' role in teacher management is to ensure that teachers set targets at the beginning of the year and make follow ups to determine the extent of success of every teacher in the school and correct any discrepancies where necessary. Table 4.7 shows that 50 per cent of respondents agree that teachers set target at the beginning of the year. 40 percent strongly agree while 10 per cent are not aware of the situation in their respective schools.

**Table 4.7**

***Level of agreement on teacher management on public primary schools Kisauni Sub County***

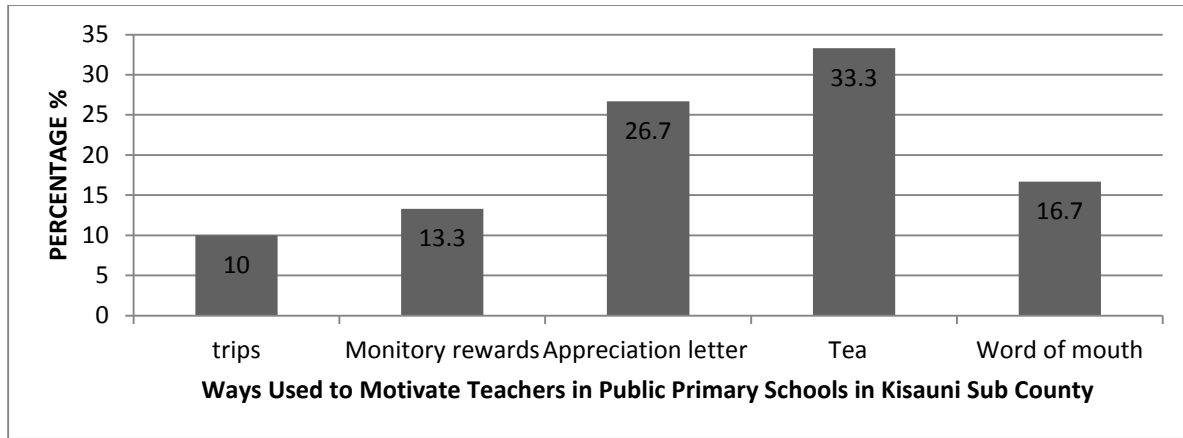


<b>Level of agreement</b>	<b>S. A</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>S. D</b>
checking syllabus before handing to new teacher	40%	57%	-	-	3%
mastery of subject considered	57%	27%	17%	-	-
Some teachers absent	7%	47%	33%	10%	10%
Teachers not attending lessons as allocated in the time table	-	47%	30%	3%	13%
Absenteeism portray poor mastery of content	-	43%	30%	10%	17%
Teachers set target at the beginning of the year	40%	50%	10%		

#### **4.7.11 Teacher Motivation**

Teacher management also comprise of motivation. The teacher respondents were asked to rate some of the ways the schools use to motivate teachers. The results in figure 4.5 shows that provision of tea during school break time was the popular way of motivating teachers in most (33.3 per cent) of the public primary schools in Kisauni Sub County. 26.7 per cent of other schools motivate the teachers by presenting appreciation letters and in other schools the word of mouth 16.7 per cent. 10 per cent of the schools use trips as a way of motivating teachers and 13.3 per cent of the head teachers use monetary reward to motivate a teacher for good work done.

A good number of educational management studies have established a positive link between teacher motivation and learners academic performance. The quality of motivation should also be considered by the head teacher because it has significant effect on improved learners' academic performance and that the schools should allocate some funds for motivating teachers' (Mutungwa and Orodho, 2014). This implies that teacher motivation needs to be examined as means of addressing academic achievement of learners in public primary schools Kisauni Sub County, Mombasa County and in the country as a whole.



**Figure 4.5. Teachers Motivation in Public Primary Schools in Kisauni Sub County**

#### **4.8 Head teachers' role on Student Management**

The second objective is to investigate the influence of head teachers' student management role by head teacher on learners' academic performance. The research inquired the level of satisfaction on some issues on student management. The responses ranged from extremely satisfied (E.S) rated as 1, very satisfied (V.S) rated as 2, Just (J) rated as 3, slightly satisfied (S.S) rated as 4 to not satisfied (N.S) rated as 5. Key items to measure on head teacher management of students include: Provision of Instructional materials, Pupils involvement in decision making on matters of their concern, the quality and quantity of teaching, Preparation of pupils for KCPE and checking if teachers are role models to pupils. The respondents were rated their level of satisfaction on these issues and the results are presented in table 4.8. The results indicate that most respondents are very satisfied 37 per cent while 30 per cent are extremely satisfied and only 20 per cent are slightly satisfied with 13 per cent being just satisfied on the use of Instructional Materials. On pupils' involvement in decision making 3 per cent of the respondents are extremely satisfied, 33 per cent are very satisfied, 40 per cent being just satisfied and 20 per cent are slightly satisfied.

These findings concur with Mutungwa and Orodho (2014) that the school management should incorporate learners in decision making and not ignore them in their school management. Regarding teaching of learners by teachers, a majority are very satisfied 60 per cent on quality and quantity of teaching which is contrary to the posted results and only 20 per cent just satisfied and 17 per cent slightly satisfied. Regarding preparation of pupils for the KCPE examination, majority of the respondents are very satisfied 43 per cent and 23 per cent are extremely satisfied, 17 per cent are just satisfied while 13 per cent are slightly satisfied by the head teachers' student management role of the preparation of student for KCPE. On teachers being role models to students 40 per cent are very satisfied, 17 per cent are extremely satisfied, 33 per cent are just satisfied while only 7 per cent are slightly satisfied. The results mean that a total of 66 per cent were highly satisfied of the head teachers' management of student's KCPE preparation. However this shows that a good number of schools, 20 per cent (3+17) the quality and quantity of teaching is still not satisfactory. This study concurs with Mudassir, Norsuhaily and Ado (2015) that school conducive learning environment can influence learners' academic performance.

**Table 4.8**

*Level of satisfaction on Student Management in public primary schools in Kisauni*

<b>Level of satisfaction</b>	<b>Not Satisfied</b>	<b>Slightly</b>	<b>Just</b>	<b>Very</b>	<b>Extremely</b>
Provision of Instructional Material	-	20%	13%	37%	30%
Pupils involved in decision making	3%	20%	40%	33%	3%
The quality and quantity of teaching	3%	17%	20%	60%	
KCPE preparation of pupils	3%	13%	17%	43%	23%
Teachers are role model	3%	7%	33%	40%	17%

#### **4.9 Head teachers role on Resources Management**

The third objective is to examine the influence of head teachers' resources management role on academic performance of learners in public primary schools in Kisauni Sub County. The measurement items of resource management include involvement of BOM in preparation of school budget, monitoring procurement process, availability of sufficient stores records, SIMSC and improved resource utilization. The respondents were to rate their level of satisfaction, from extremely satisfied (ES) with a score of 5 to Not satisfied (NS) at a score of 1.

It is mandatory in a public primary school for the head teacher to involve the BOM to prepare and approve an annual budget at the beginning of the year for transparency and accountability of the government funds. Involvement of BOM in the school material and financial resource management reduces mismanagement, misappropriation and embezzlement of public funds. The head teachers should be aware that failure to account for public material and financial resources is an offence (Teachers service Commission, 2015).

The result in table 4.9 shows that in a good number of schools, the BOM does not participate actively in preparation of budgets and monitoring of procurement. This is deduced so because in a total of 30 per cent (3+27 per cent) of schools not satisfied or are slightly satisfied regarding the BOM preparing school budgets. Same applies to involvement of BOM and PA in the monitoring procurement of instructional materials at school, whereas 41 per cent (6+35 per cent) of respondents are not satisfied or are slightly satisfied in their monitoring of procurement. On the same 40 per cent of the schools are very satisfied with the involvement of the BOM in the preparation of the school budget while 35 per cent of the schools are very satisfied with the way

BOM and PA monitors procurement of the instructional materials and utilization of funds by the head teachers. It also shows that a majority of respondents 40 per cent are just satisfied with the sufficiency of the store records available. However 33 per cent are very satisfied that the store records are sufficient with only 3 per cent not satisfied and the same percentage of schools being extremely satisfied that their schools have sufficient store records. But the School Instructional Material Selection Committee seems not to be very actively involved in the selection of instructional materials and does not meet regularly as only 20 per cent of respondents are very satisfied while 20 per cent are slightly and 17 per cent not satisfied. A study by Waweru and Orodho (2014) concurs with this study that effective resource management is a prerequisite to enhance students' academic performance and Ndirangu (2015) who indicates that inadequate teaching and learning materials made teachers not to teach within the syllabus.

The results also indicate that in majority of the respondents 43 per cent were very satisfied and 23 per cent were extremely satisfied that materials are issued promptly to classes with only 3 per cent being not satisfied. This is important to enable learners have relevant materials for effective teaching and learning. This result concurs with Olayinka (2016) who indicates that instructional materials are vital in developing learners' critical thinking and that Performance of learners supplied with adequate instructional materials is more enhanced than performance of learners whose schools lack instructional materials. The study results also concur with Tety (2016) who also concurred with Olayinka (2016) but Tety further indicated that teachers concentrate more on readymade instructional materials and are not interested to develop their own instructional materials. Teachers and learners can make good improvised instructional materials using the locally available materials or at a cheaper price and reduce the burden of insufficient instructional

materials in public primary schools. The other resource, particularly money, was used well as majority of respondents indicated that they are very satisfied 40 per cent and 17 per cent even said they are extremely satisfied that the money is efficiently used to improve working conditions. A good proportion 33 per cent of respondent teachers was just satisfied on the use of the school money to improve the working conditions. Overall the results indicate that the resources are efficiently utilized thus providing a necessary to better instruction delivery necessary in learners quality performance. According to Omambe (2014) absence of transparency in financial matters raises suspicion and lowering morale among the stakeholders hence leads to mismanagement and misappropriation of public funds. The above information is indicated on table 4.9.

**Table 4.9**

***Level of satisfaction on Resource Management on public primary schools in Kisauni***

<b>Level of satisfaction</b>	<b>N. S</b>	<b>S.S</b>	<b>Just</b>	<b>V.S</b>	<b>E.S</b>
BOM prepare school budget	3%	27%	30%	40%	-
BOM and PA monitors procurement	6%	35%	30%	35%	
Sufficient store records in school	3%	20%	40%	33%	3%
SIMSIC is active and meets regularly	17%	20%	43%	20%	-
Instructional materials issued promptly to class	3%	13%	17%	43%	23%
Money used efficiently to improve conditions	3%	7%	33%	40%	17%

**4.10 Academic Performance of Learners**

The results in table 4.10 below shows the means score of learners among public primary schools in kisauni Sub County. The minimum score recorded is 40 and maximum is 60 with a mean of 51.28 and standard deviation of 5.986. The result is therefore average. This is a clear indicator that their influence on learners' academic performance is positive and encouraging in some schools in Kisauni Sub County.

The entire performance in any school is in most instances reflected by the results posted by the examination class. Therefore, any manager in a school should take at least a subject in an examination class and post excellent results in that subject to be a testimony that commitment and hard work pays.

**Table 4.10**

*Descriptive Statistics of the student scores*

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Mean Score	30	40	60	51.28	5.986

#### **4.11 Correlation Analysis**

The study examined the correlation between the three independent variables (teacher management, student management and student management) with the learners' performance as the dependent in order to determine the nature and strength of relationship. Pearson correlation coefficient test was used to determine the relationship. The result is presented as correlation matrix in table 4.11.

The results indicate that all the three independent variables are positively and significantly correlated with learner's academic performance. Teacher management is positively and significantly correlated with learners performance ( $r=.493$ ,  $p=.006$ ). The results indicate that an increase in teacher management effectiveness results in increased learner performance. Indicating that teacher management is significant determinant of learners overall academic performance. Student effective management by the school head teacher has positive relationship with the

learners' overall academic performance ( $r=.626$ ,  $p=.000$ ). The results mean that effective student management efforts results to high academic performance. Therefore, student management is a significant determinant of learners' academic performance in public primary schools in the Sub County. Finally, resource management and learners performance, according to the respondent teachers, are positively and significantly related ( $r=.696$ ,  $p=.000$ ). The results imply that effective resource management effort results in high academic performance. Therefore, resource management is a significant determinant of learners' academic performance in public primary schools in Kisauni Sub County. The results show that resource management has the strongest association with performance indicating that changes in resources affects learners' academic performance, followed by student involvement and lastly teacher management.

**Table 4.11**

*Coefficient of Correlations*

		<b>performance</b>	<b>Teacher Management</b>	<b>student Management</b>	<b>Resource Management</b>
Performance	Pearson Correlation	1	.493**	.626**	.696**
	Sig. (2-tailed)		.006	.000	.000
Teacher Management	Pearson Correlation	.493**	1	.494**	.384*
	Sig. (2-tailed)	.006		.006	.036
student Management	Pearson Correlation	.626**	.494**	1	.499**
	Sig. (2-tailed)	.000	.006		.005
Resource Management	Pearson Correlation	.696**	.384*	.499**	1
	Sig. (2-tailed)	.000	.036	.005	



\*\* . Correlation is significant at the 0.01 level (2-tailed).\* . Correlation is significant at the 0.05 level (2-tailed).c. Listwise N=30

#### 4.12 Regression analysis

In this study, regression analysis was used to test the relationship between the dependent and independent variables. The three independent variables; teacher management, student management and resource management by head teachers were regressed with dependent variable; learners academic performance in order to model the relationship for prediction. The regression model is to give the joint effect of each independent variable in the model. The regression analysis results to three outputs, the model summary, ANOVA and coefficient table outputs.

The model summary results in table 4.12 indicate that the R square (coefficient of determination) change is .785. This is the coefficient of determination which implies that 78.5% of the variations in learners’ academic performance can be explained by the three independent variables (teacher management, student management and resource management) in the model. The remaining percentage is accounted for by other variables not in the model. The high proportion means that the model useful in issues concerning learners performance.

**Table 4.12**

***Regression Model Summary***

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.886 <sup>a</sup>	.785	.760	.532

a. Predictors: (Constant), Teacher Management, student management, Resource management

Analysis of Variance (ANOVA) was used to establish the significance of the regression model. The ANOVA (Analysis Of Variance) results from table 4.13 below shows that the model is significant. The significance value was (F=31.695, p=.000). Therefore the model is useful and can be relied to forecast the learners' level of academic performance with the use of the three selected variables; teacher management, student management and resource management in public primary schools in Kisauni Sub County. It also means that the overall model was significant in presenting the relationship between the dependent and independent variables.

**Table 4.13**

*ANOVA*

<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	26.935	3	8.978	31.695	.000 <sup>b</sup>
	Residual	7.365	26	.283		
	Total	34.300	29			

a. Dependent variable: Learners Academic Performance

b. Predictors: (constant), Teacher management, student management, resource management

The regression coefficient table below gives the estimated regression parameters of the independent variables and of the constant of the regression line. These are regression weights which indicates the effect or the contribution weights of each independent variable in the joint model. In this study, the regression weight for student management  $\beta=.627$  with p value of .001. The p value is within the threshold of less than 0.05 hence indicating that the coefficient is significantly different from zero. Therefore student management has positive and significant influence on students' academic performance in public primary schools in Kisauni. The results indicate that an increase in student management by 1 unit, the academic performance of learners in the Kisauni Sub County increase by .627 units.

For resource management in schools, the regression weight is also positive and significant ( $\beta=.478$ ) with p value of .002. Therefore the regression weight is significantly different from zero. The results imply that resource management efforts in schools have positive and significant influence on students' academic performance in public primary schools in the Sub County. The results indicate that an increase in resource management by 1 unit, the academic performance of learners in the Sub County increase by .478 units.

However for teacher management, the regression weight is positive also but not significantly different from zero ( $\beta=.042$ ,  $p=.682$ ). The results means the teacher management efforts has positive effect on learners' performance though not significant. The model that is derived from the regression results is therefore of the form as indicated on table 4.14.

$$\text{Learner academic performance} = -.279 + .627 \text{ student management} + .478 \text{ Resource Management}$$

**Table 4.14**

*Regression Coefficients*

Model		Unstandardized $\beta$	Std. Error	Standard Beta	T	Sig.
1	(Constant)	-.279	.437		-.638	.529
	Student Management	.627	.165	.513	3.808	.001
	Resource Management	.478	.142	.425	3.352	.002
	Teacher Management	.042	.100	.043	.415	.682

In overall, the core findings of the study are that the head teacher's management role has positive influence on learner's academic performance. Again, student management and resource management by school head teachers in public primary are key determinants of the learner's academic performance in the overall joint model.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.0: Introduction**

In this chapter the findings of this research are summarized and conclusion reached. Findings are compared to available empirical findings and the final section of the report makes several recommendations relevant to the conclusions.

### **5.1: Summary of the study**

The study aimed at investigating the influence of head teachers' management role on learners' academic performance in public primary schools in Kisauni Sub County, Mombasa County, Kenya. This study sought to achieve the following objectives; to determine head teachers teacher management role, investigate head teachers student management role and examine head teachers resource management role on learners' academic performance in public primary schools in Kisauni Sub County.

#### **5.1.1: Influence of Teacher Management Practices on Learners' Academic Performance**

The teacher management in public primary schools was operationalized through supervision of lesson & syllabus coverage, absenteeism and managing teacher motivation. The responses regarding the three constructs was measured on a 5 point Likert scale. Both descriptive and inferential statistics were used in the analysis of the data collected from 30 respondents. Regarding the approach the head teacher use to select the teacher to manage class 8, the results indicate that majority 53.3 per cent of the head teacher opt to consult in selecting the teacher to manage class eight. 23.3 per cent consider consensus as a criteria for selecting class eight subject teachers and

the other remaining 23.3 per cent preferred to abide by the school policy. The descriptive results established that consultation and consensus rather than individual subject performance of the teachers informs deployment in selection of teachers to manage class eight in Kisauni Sub County primary schools. In coordination and controlling of teaching outcome 26.7 per cent of respondents responded that it entirely rely on head teachers' supervision, 40 per cent indicating that it is done through delegation of duty. 33.3 per cent indicating that team work is the key factor in determining the teaching outcome in class eight. On checking of professional records the findings indicate that most head teachers did it once a month 76.7 per cent.

On lesson observation the study result indicates that most of the head teachers of public primary schools in Kisauni observe a lesson once a month 60 per cent others do it frequently 25 per cent and others once a term 15 per cent. Mburu (2016) opined that head teachers' instructional supervision on classroom lesson observation ensures that teachers employ the right teaching approach and use appropriate teaching tool hence improve learners academic performance, this is conflicting with the academic performance of learners in Kisauni Sub County.

Findings of the study also indicate that the head teachers supervise lessons well but this does not reflect on the academic performance of learners in Kisauni Sub County and Ndirangu (2015) emphasize that instructional supervision enables learners to receive quality teaching and hence improve learners' academic performance. This has also been signified by the study findings of Sule, Ameh, and Egbai (2015) that there is positive linkage between instructional supervisory practices of classroom observation, confirming of teachers' lesson notes and learners' academic performance. There is checking of syllabus coverage (57% +40%) of subjects before handing or taking over from the next teacher though the responses indicates that the checking of syllabus

coverage is not one hundred per cent and pupils in Kisauni Sub County are under performing. These findings concur with Kimani, Kara and Njagi (2013) indicating that schools that complete syllabus three months before examination had high academic performance while teachers who were unable to complete the syllabus significantly contributed to low academic performance among schools, supported by Ndirangu (2015) in that timely coverage of syllabus results to improved pupils' academic performance who also concurs with the findings of the study by Amadalo, Shikuku and Wasike (2012) that learners who complete syllabus coverage and have enough revision time in the year, have a much better average score than those who do not cover the syllabus just before the countrywide examinations.

The responses also indicate that not all teachers attend lessons as allocated in the time table. Therefore more than half (54%) of the public primary school in Kisauni Sub County have a problem of teacher absenteeism or frequently seeking leave to be away from school. The findings indicate that absenteeism is still reported in a good number of schools either without permission or with frequent leave outs leading to poor mastery of content as portrayed by learners. The infrequency teacher absenteeism has direct negative effect on learners' academic performance and has studies have shown, absenteeism is one of the main causes of low grade attainment in public primary schools in Kenya (Rwenji, 2012).

The head teachers motivate teachers mostly through providing tea 33.3 per cent and through issuing teachers who perform well with appreciation letters 26.7 per cent. In some schools the head teachers use a word of mouth as a motivation strategy 16.7 per cent. Only 10 per cent of the schools use trips as a way of motivating teachers and 13.3 per cent of the head teachers use monetary

reward to motivate a teacher. This study concurs with Hakim (2014) that teacher's absenteeism, inadequate supervision of teachers and poor motivation to teachers' accounts to poor academic success. The same study also agrees with (Ndirangu, 2015) indicating that motivation of teachers creates healthy competition, a feeling of appreciation and results in improved delivery of subject content among the teachers hence positive impact on pupils' academic excellence. It is also supported by Reche et al (2012) who opined that lack of learning resources, poor monitoring by head teachers, insufficient prior preparation of teachers, and absenteeism of teachers and lack of motivation for teachers are contributing factors to low academic excellence in schools.

The correlation results indicated that teacher management is a significantly related to the level of learner's academic achievements. The regression results also indicated that teacher management is a predictor of academic achievement. However the p value was insignificant indicating that the teacher management practices is not significant predictor of learners' academic performance.

The positive correlations between teacher management practices and learner's academic performance results are in line with studies by (Waweru & Orodho, 2014). He studied the relationship between management practices and students' academic in schools in Kiambu District, Kenya. He also established that effective human resource management is a prerequisite to enhanced students' academic performance.

### **5.1.2: Student Management on Learners' Academic Performance**

Student management is of paramount importance in an institution in terms of provision of conducive learning environment, focusing on learners' achievement and teachers being role models to learners' enhances learners performance and enables the head teachers to keep the

school image intact and maintaining it. The second objective relates two constructs; student management and student academic performance. The student construct was operationalized using three dimensions; Conducive learning environment, focusing on learners' achievement and Role model. Most of the items that measured level of student management were on a 5 point Likert scale. Both descriptive and inferential statistics were used to analyze data.

The descriptive results indicate that most respondents are very satisfied or extremely satisfied on the provision of Instructional Materials to learners (37% +30%) 67 per cent. while 20 per cent being slightly satisfied. This tends to agree with Hakim et al (2014) that the schools with deficit of instructional material resources significantly influence pupil performance in Kenya Certificate of Primary Education examination. On pupils involvement in decision making the results indicate that students were involved in decision making though not adequately (3% +20%) 23 per cent on matters of their concern which helps create a good learning environment. Students' involvement in decision making especially through the student government forms an effective communication link to the head teachers and it enables learners to have high self-esteem. Also in a good number of schools (3% +17%), 20 per cent the quality and quantity of teaching is still not satisfactory though teachers are role models to pupils (57%). These findings are supported by Ondiek, Kiplagat and Awino (2014) that conducive learning environment in relation to provision of adequate instructional materials to learners, quality learning, role modeling and involvement of learners in decision making is crucial to learners' performance. In sum the descriptive results established that there are student manage practices in place in order to enable effective learning and teaching in public primary schools in Kisauni Sub County. The study established that teachers are role models to students in the sub county. This is crucial in students' academic life because scholars argue that



for professional teachers apart from teaching curriculum content should serve as role models to students especially where there is positive academic relationship between teachers and learners.

The correlation results indicated that student management practices is significantly related to the level of academic performance of learners. The core results of this objective are that students' management practices by the head teachers is a significant predictor of students' academic achievement. It was deduced so because the p value of the regression coefficient of student management construct is significant indicating that the student management practices is a significant predictor of academic performance of students in public primary schools in Kisauni Sub County. The correlation results are in line with findings of the studies conducted by Waweru and Orodho (2014) who found a positive relationship between student management and learners academic performance.

### **5.1.3: Resource management on learners' academic performance**

Material resource and financial resource management are the two dimensions used to operationalize the resource management construct. The descriptive results established existence of effective material and financial resources head teachers' management roles among the public primary schools in the Sub County. Majority (40 per cent) of the head teachers involve the BOM in the preparation of the school budget though in some schools (27% +3%) 30 per cent of the head teachers need to seriously involve the BOM in the preparation of the school budget, 41 per cent in the monitoring of the procurement procedures in schools and 37 per cent ensure School Instructional Material Selection Committee is active and meet regularly. The stores records are

sufficient in a good number of schools (33% + 3%) 33 per cent, while some schools (20% + 3%) 23 per cent needs to put more effort on store recordings.

Money is well utilized to improve the condition of the schools (40% +17%) 57 per cent of the respondents reported. Although the financial and material resources are scarce, the available ones were efficiently used to improve existing conditions, the study found out. This means 67 per cent of the respondents are satisfied with the School Instructional Material Selection Committee involvement in ensuring instructional materials are issued promptly to classes. A study by Waweru and Orodho (2014) concurs with this study that efficient resource management is a precondition to enhance students' academic performance and Kenya Education Management Institute (2014b) that head teachers are the accounting officers and are expected to promote and enforce intelligibility, successful management and accountability with regard to the use of public finances, ensure proper management besides being in charge of every procurement and accountable for public finances. This has also been supported by Omambe (2014) that absence of transparency in financial matters raises suspicion and lowering moral among the stakeholders hence leads to mismanagement and misappropriation of public funds. This is critical in order to enable effective teaching and learning in public primary schools in Kisauni. However it was noted that some the BOM do not actively participate in budget preparation.

The correlation results indicated that resource management is a significantly related to the level of learner's academic achievements. The regression results on the other hand established that resource management is a significant predictor of academic achievement. In line with management theory, management of resources is a crucial management practice in a school and it consequently affects allocation of teaching and learning resources and teaching outcomes.

## **5.2: Conclusion of the study**

Basically the results of the graphs and frequency tables of respondents, correlation coefficient and qualitative data analysis it emerges from the results on head teachers teacher management role in Kisauni Sub-County that head teachers supervise properly by checking professional records, observe lessons, adopted motivation strategies to ensure teachers are valued but still there is inadequate syllabus coverage, selection of teachers to manage class eight is through consensus and consultation rather than individual teachers performance, absenteeism and non-attendance to lessons was also noted. Therefore enables this research to conclude that head teacher's teacher management role has positive effect on learners' academic performance though not significant in public primary schools in Kisauni Sub-County.

The findings on head teachers student management role indicates that there is adequate provision of instructional material, learners involvement in decision making and teachers being role models to pupils but the quality and quantity of teaching and learners preparedness for K.C.P.E examinations is still low. This allows the study to conclude that head teacher's student management role has positive and significant influence on students' overall academic performance in public primary schools in the Kisauni Sub County.

The findings on head teachers resource management role indicates that there are sufficient store records and FPE funds used efficiently but BOM does not participate actively in the preparation of the school budget and monitoring procurement of instructional materials. SIMSC is not active and does not meet regularly. This allows the study to conclude that head teacher's resource

management role has positive influence on learners' academic performance though not significant in public primary schools in Kisauni Sub-County.

In overall, the core results and discussions of this study enables the researcher to conclude that the head teacher's management role has positive influence on learner's academic performance in public primary schools in Kisauni Sub County. Again, student management and resource management by school head teachers in public primary schools are key determinants of the learner's academic performance.

### **5.3: Recommendation**

This research study has made several conclusions regarding the state of head teachers' management role on learners' academic performance in public primary schools in Kisauni Sub-County.

Based on the research findings on head teachers teacher management role the following recommendations are made as a measure of interventions for the improvement of the levels of influence of head teachers' management roles on learners' academic performance in public primary schools in Kisauni Sub-County, Mombasa.

- i. Subject allocation of teachers should be strictly based on teachers' performance (subject mastery) and ability to handle the class rather than consensus or consultation.
- ii. Head teachers' teacher supervision role to be enhanced in public primary schools.

Based on the research findings on head teachers resource management role the study recommends that BOM to be practically involved in the supervision of resources in public primary schools in Kisauni Sub-County for transparency and accountability.

#### **5.4: Areas for further research**

Based on the study results on the head teachers management role on learners academic performance, BOM members seemed not to be actively involved in the procurement of instructional materials therefore further research is recommended on the influence of BOM in the management of public primary schools in Kisauni Sub County.

Research finding indicates that all head teachers involved in the study were above 46 years of age. The researcher recommends the following areas for further research: The influence of seniority based system of progression on teacher career mobility in Kisauni Sub County.

This study was performed in public primary schools in Kisauni Sub County further research is recommended on influence of head teachers' management role on learners academic performance in public secondary schools in Kisauni Sub County to instigate generalization of the findings on all public schools in Kisauni Sub County.

As the study was carried out in public primary school in Kisauni Sub County, the researcher also recommends similar study to be carried out in all public primary schools in other sub-counties in Mombasa County in order to initiate findings of the study to be generalized in Mombasa County.

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## APPENDIX I: QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire consists of four parts. Part one has seven questions on demography, part two has twelve questions on head teachers' role on teacher management, part three has four questions on student management and part four has one question on head teacher's role on resource management.

### PART 1

#### Demographic information

Please indicate by ticking [] on the correct option or fill in appropriate blank(s) provided as applicable to you.

1. What is your gender?

i. Male []

ii. Female []

2. Please indicate your position

i. Head teacher []

ii. Deputy head teacher []

3. Please indicate your age group

i. Below 30 []

iv. 41- 45 years []

ii. 31- 35 years []

v. 46 and above []

iii. 36- 40 years []

4. How many years have you served as a head teacher or deputy head teacher in this station?

\_\_\_\_\_

5. Indicate your highest subject mean score in the last three years \_\_\_\_\_

6. Indicate your school population

i. Below 200

ii. 201- 500

iii. 501- 1000

iv. 1001-1500

7. What is your present highest professional qualification?

i. P1 [ ]

ii. ATS3 [ ]

iii.ATS2 [ ]

iv.ATS1 [ ]

v. Diploma [ ]

vi. B.E.D [ ]

vii. M.E.D [ ]

## **PART 2**

### **Head teachers' teacher management role on learners' academic performance**

8. How do you select teachers to manage class eight?

i. Single handed [ ]

ii. Consultation [ ]

iii. Consensus [ ]

iv. The school has a policy [ ]

v. Consider teacher's performance and experience [ ]

vi. Others ( Please specify)\_\_\_\_\_

9. How does a head teacher coordinate and control teaching outcome at your school? Through

Own supervision [ ] Delegation of duties [ ]

Team work [ ]

Class teachers manage on their own [ ]

10. How often does the head teacher check professional records in your school?

Daily [ ]                      Weekly [ ]                      Monthly [ ]  
 Once per term [ ]                      Not at all [ ]

11. How often does the head teacher or administrators observe a lesson in class?

Frequently [ ]                      Once per month [ ]                      Once per term [ ]  
 Once per year [ ]                      Not at all [ ]

**From question 12 to 17 the responses range from strongly agree which was rated as 1 to strongly disagree rated as 5. The respondents are expected to choose one response from each question. Kindly indicate whether you are strongly agree (SA), Agree (A), Neutral (N), Disagree (D) or strongly disagree (SD) on head teachers' on teacher management role in the schools.**

S/No	Level of agreement	S.A 1	A 2	N 3	D 4	S.D 5
12	Head teachers checks syllabus coverage before handing or taking a lesson					
13	Mastery of subject by teachers considered					
14	Some teachers are absent without or with frequent permissions					
15	Teachers not attending lessons as allocated in the time table					
16	Absenteeism portray poor mastery of content by learners					
17	Teachers set targets at the beginning of the year					

18. The head teacher of my school motivates and rewards teachers through:

Trips [ ] Monetary rewards [ ]

Appreciation letters [ ] In-house party [ ]

Word of mouth [ ] Provision of cup of tea during break time [ ]

Attending to all teachers issues without segregation [ ]

### PART 3

The responses on question 19 and 20 range from Not Satisfied which was rated as 1 to Extremely Satisfied as 5. The respondents are expected to choose one response from each question. Kindly indicate whether you are not satisfied (N.S), slightly satisfied (S.S), Just satisfied (J.S), Very satisfied (V.S) or Extremely Satisfied (E.S) on head teachers' role on student management in the school.

#### Head teachers' student management role on learners' academic performance

No	Level of satisfaction	N.S 1	S.S 2	J.S 3	V.S 4	E.S 5
19	<b>Provision of conducive learning environment</b>					
i	Provision of Instructional Material					
ii	Pupils are involved in decision making on matters of their concern					
20	<b>Focusing on learners achievement</b>					
i	The quality and quantity of teaching					
ii	Preparation of pupils for K.C.P.E					

#### **PART 4**

**The responses on question 21 range from Not Satisfied which was rated as 1 to Extremely Satisfied rated as 5. The respondents are expected to choose one response from each question. Kindly indicate whether you are not satisfied (N.S), slightly satisfied (S.S), Just satisfied (J.S), Very satisfied (V.S) or Extremely Satisfied (E.S) on head teachers' role on resource management in the school.**

#### **Head teachers' resource management role on learners' academic performance**

21. How satisfied are you on your head teachers' role on resource management in the school?

No	Level of satisfaction	N.S	S.S	J.S	V.S	E.S
i	BOM involved in preparation of a school budget					
ii	BOM and PA monitors procurement process					
iii	There are sufficient store records in the school					
iv	SIMSC is active and meets regularly					
v	Instructions materials are issued to class teachers promptly					
vi	Money is used efficiently to improve the working conditions and acquisition of resources in the school					



## APPENDIX II: QUESTIONNAIRE FOR DEPUTY HEAD TEACHERS

This questionnaire consists of four parts. Part one has seven questions on demography, part two has twelve questions on head teachers' role on teacher management, part three has four questions on student management and part four has one question on head teacher's role on resource management.

### PART 1

#### Demographic information

Please indicate by ticking [] on the correct option or fill in appropriate blank(s) provided as applicable to you.

1. What is your gender?

iii. Male [  ]

iv. Female [  ]

2. Please indicate your position

i. Head teacher [  ]

ii. Deputy head teacher [  ]

3. Please indicate your age group

iv. Below 30 [  ]

iv. 41- 45 years [  ]

v. 31- 35 years [  ]

v. 46 and above [  ]

vi. 36- 40 years [  ]

4. How many years have you served as a head teacher or deputy head teacher in this station?

\_\_\_\_\_

5. Indicate your highest subject mean score in the last three years \_\_\_\_\_

6. Indicate your school population

i. Below 200

ii. 201- 500

iii. 501- 1000

iv. 1001-1500

7. What is your present highest professional qualification?

ii. P1 [ ]

ii. ATS3 [ ]

iii. ATS2 [ ]

iv. ATS1 [ ]

v. Diploma [ ]

vi. B.E.D [ ]

vii. M.E.D [ ]

## **PART 2**

### **Head teachers' teacher management role on learners' academic performance**

8. How do you select teachers to manage class eight?

vii. Single handed [ ]

viii. Consultation [ ]

ix. Consensus [ ]

x. The school has a policy [ ]

xi. Consider teacher's performance and experience [ ]

xii. Others ( Please specify) \_\_\_\_\_

9. How do you coordinate and control teaching outcome in class eight in most cases? Through

Head teacher's supervision [ ]

Delegation of duty [ ]

Teamwork [ ] Class teachers' manage their classes on their own [ ]

10. How often does the head teacher check professional records in your school?

Daily [ ] Weekly [ ] Monthly [ ]

Once per term [ ] Not at all [ ]

11. How often does the head teacher or administrators observe a lesson in class?

Frequently [ ] Once per month [ ] Once per term [ ]

Once per year [ ] Not at all [ ]

**From question 12 to 17 the responses range from strongly agree which was rated as 1 to strongly disagree rated as 5. The respondents are expected to choose one response from each question. Kindly indicate whether you are strongly agree (SA), Agree (A), Neutral (N), Disagree (D) or strongly disagree (SD) on head teachers' on teacher management role in the schools.**

S/No		S.A 1	A 2	N 3	D 4	S.D 5
12	Head teachers checks syllabus coverage before handing or taking a lesson					
13	Mastery of subject by teachers considered					
14	Some teachers are absent without or with frequent permissions					
15	Teachers not attending lessons as allocated in the time table					
16	Absenteeism portray poor mastery of content by learners					
17	Teachers set targets at the beginning of the year					

18. The head teacher of my school motivates and rewards teachers through:

Trips [ ] Monetary rewards [ ]

Appreciation letters[ ] In-house party [ ]

Word of mouth [ ] Provision of cup of tea during break time [ ]

Attending to all teachers issues without segregation [ ]

### PART 3

The responses on question 19 and 20 range from Not Satisfied which was rated as 1 to Extremely Satisfied as 5. The respondents are expected to choose one response from each question. Kindly indicate whether you are not satisfied (N.S), slightly satisfied (S.S), Just satisfied (J.S), Very satisfied (V.S) or Extremely Satisfied (E.S) on head teachers' role on student management in the school.

#### Head teachers' student management role on learners' academic performance

No	Level of satisfaction	N.S 1	S.S 2	J.S 3	V.S 4	E.S 5
19	<b>Provision of conducive learning environment</b>					
i	Provision of Instructional Material					
ii	Pupils are involved in decision making on matters of their concern					
20	<b>Focusing on learners achievement</b>					
i	The quality and quantity of teaching					
ii	Preparation of pupils for K.C.P.E					

#### **PART 4**

**The responses on question 21 range from Not Satisfied which was rated as 1 to Extremely Satisfied rated as 5. The respondents are expected to choose one response from each question. Kindly indicate whether you are not satisfied (N.S), slightly satisfied (S.S), Just satisfied (J.S), Very satisfied (V.S) or Extremely Satisfied (E.S) on head teachers' role on resource management in the school.**

#### **Head teachers' resource management role on learners' academic performance**

21. How satisfied are you on your head teachers' role on resource management in the school?

No	Level of satisfaction	N.S	S.S	J.S	V.S	E.S
i	BOM involved in preparation of a school budget					
ii	BOM and PA monitors procurement process					
iii	There are sufficient store records in the school					
iv	SIMSC is active and meets regularly					
v	Instructions materials are issued to class teachers promptly					
vi	Money is used efficiently to improve the working conditions and acquisition of resources in the school					

APPENDIX III: CERTIFICATE OF PUBLICATION

**fi**  
**Finlogy**

**Imperial Journal of Interdisciplinary Research**

**CERTIFICATE OF PUBLICATION**  
ISSN : 2454-1362 website : [www.onlinejournal.in/IJIR](http://www.onlinejournal.in/IJIR)

ISSN 2454-1362  
9 772454 136208

It is hereby awarding this certificate to  
**Mwanasiti Mbete Mwalimu**

In recognition of the publication of the paper entitled  
**Influence of Teacher Management on Learners' Academic Performance in Public Primary Schools in Kisauni Sub County**

Published in: Vol-3, Issue-9 (September, 2017)

Signature (Managing Editor) :   
( Dr. M. N. Ansari )

**CITATION**  
Impact Factor **3.7**

# APPENDIX IV: RESEARCH AUTHORIZATION 1



## KENYA METHODIST UNIVERSITY MOMBASA CAMPUS

P O Box 89983-80100 MOMBASA, Kenya  
Tel: +254-715120282

Fax: 041-2495946  
E-mail: mombasa@kemu.ac.ke

Date: 27-3-2017

### TO WHOM IT MAY CONCERN

Reg. No: EDU-3-7441-3/2012

Name: MWANASITI MBETE MWALIMU

This is to confirm that the above named person is a bona fide student of this University pursuing a **Master of Education in Leadership and Education Management** as part of the degree requirements, the student is required to undertake research and write a thesis in the area of specialization.

The student is undertaking research on "Influence of Head Teachers management Role on **Learners Academic Performance in Public Primary School in Kisauni Sub County**" and is currently proceeding to collect field data.

Any assistance given towards attaining this goal will be highly appreciated.

Yours faithfully

  
A circular stamp from Kenya Methodist University, Mombasa Campus, dated 27 MAR 2017. The stamp contains the text 'KENYA METHODIST UNIVERSITY', 'MOMBASA CAMPUS', and '27 MAR 2017'.

Patrick Egondi  
For Coordinator, Postgraduate Studies

# APPENDIX V: RESEARCH AUTHORIZATION 1I



REPUBLIC OF KENYA  
MINISTRY OF EDUCATION  
STATE DEPARTMENT OF BASIC EDUCATION

Telegrams: "SCHOOLING", MOMBASA  
Telephone: KSN  
When replying please quote  
Tel: 0713375360  
Email: [deokisauni@gmail.com](mailto:deokisauni@gmail.com)

SUB-COUNTY EDUCATION OFFICE  
NYALI SUB COUNTY  
P. O. BOX 156-80122  
KENGELENI

REF.NO. EDU/KIS/

27/03/2017

THE HEADTEACHERS  
KISAUNI SUB COUNTY

RE: MWANASITI MBETE MWALIMU REG. NO. EDU -3-7441-3/2012

The above named is a student at Kenya Methodist University pursuing a Master of Education in leadership and Education Management. She is currently undertaking research on "Influence of Head teachers Management Role on Learners Academic Performance in Public Primary Schools in Kisauni Sub county".

I therefore officially introduce her to you as she is currently proceeding to collect field data.

Kindly give her all the necessary assistance that she may need.

STEPHEN ABERE

SUB-COUNTY DIRECTOR OF EDUCATION  
NYALI



C.C  
THE COUNTY DIRECTOR OF EDUCATION  
MOMBASA COUNTY



## APPENDIX VI: RESEARCH AUTHORIZATION III



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349,3310571,2219420  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote

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

Ref No: NACOSTI/P/17/32894/16752

Date: 28<sup>th</sup> April, 2017

Mwanasiti Mbete Mwalimu  
Kenya Methodist University  
P.O. Box 267- 60200  
MERU.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of headteachers management role on learners' academic performance in Kisauni Sub County,*" I am pleased to inform you that you have been authorized to undertake research in **Mombasa County** for the period ending **28<sup>th</sup> April, 2018.**

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

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

A handwritten signature in black ink, appearing to read 'G. Kalerwa'.

GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner  
Mombasa County.

The County Director of Education  
Mombasa County.

APPENDIX VII: RESEARCH PERMIT

Permit No : NACOSTI/P/17/32894/16752  
Date Of Issue : 28th April, 2018  
Fee Received :Ksh 1000



**THIS IS TO CERTIFY THAT:**  
**MISS. MIWANASITI MBETE MWALIMU**  
**of KENYA METHODIST UNIVERSITY,**  
**0-80100, MOMBASA, has been permitted**

**to conduct research in Mombasa**  
**County**

**on the topic: INFLUENCE OF**  
**HEADTEACHERS MANAGEMENT ROLE ON**  
**LEARNERS ACADEMIC PERFORMANCE IN**  
**KISAUMI SUB COUNTY**

**for the period ending:**  
**28th April, 2018**

*Mwambi*  
Applicant's  
Signature

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

