

**ASSESSMENT OF LEADERSHIP SKILLS ON KCPE PERFORMANCE OF
PUBLIC PRIMARY SCHOOLS IN NYAMIRA NORTH SUB-COUNTY, NYAMIRA
COUNTY, KENYA**

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DECLARATIONS AND APPROVAL

Declaration by Student

This project is my original work and has not been presented for a degree in any University or for any other award

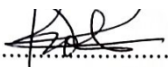
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DEDICATION

I dedicate this work to teachers, educators, administrators and managers of Primary schools, for them to understand that effective school leadership styles are always equated with high academic performance in KCPE examinations.



ACKNOWLEDGEMENT

I thank the almighty God for his love, mercy and keeping me in good health while doing this work. I express my very profound gratitude to my family, colleagues and friends for providing me with unfailing support and continuous encouragement to see the success of my course. May the almighty God bless them abundantly. I would like to sincerely give special thanks to Mount Kenya University for providing a conducive environment to carry out my studies. My deepest gratitude goes to my supervisor Dr. Jane Nyabuti for his devoted heart, cordial support and kind guidance. Finally much thanks to my classmates for their support and encouragement throughout the course. May God bless you.



ABSTRACT

There is evidence for poor learners' KCPE performance in Nyamira North Sub-County which could be associated to the administrative skills of school head-teachers. Several reports from the Ministry of Education (MOE) have indicated that head-teachers' administrative skills have direct bearing on the overall effectiveness of school because both the teacher and student perform under the leadership of school head-teacher. This study therefore sought to establish the influence of head-teacher administrative skills on KCPE performance of public primary schools in Nyamira North Sub County, Nyamira County. The objectives of the study were; To determine the influence of head-teachers resource utilization skills on KCPE performance in public primary schools in Nyamira North sub-county, To establish the influence of head-teachers' disciplinary skills on KCPE performance of public primary schools in Nyamira North Sub County, To establish the influence of head-teachers' learning-teaching utilization skills on KCPE performance in public primary schools in Nyamira North Sub County and To establish the influence of head-teachers' supervisory skills on KCPE performance in public primary schools in Nyamira North Sub County. The literature focused on the two leadership styles, transformational leadership and transactional leadership and on how they influence resource utilization skills, disciplinary skills, learning teaching utilization skills and supervisory skills, in an attempt to formulate a theory that will underpin the current study. This was a mixed method approach that depended upon concurrent triangulation design. Survey designs are normally used to systematically gather factual quantifiable information necessary for decision-making about characteristics of populations. Target population for the study were 11,932 respondents composed of 33 head teachers, 33 deputy head teachers, 95 heads of departments 320 assistant teachers and 11,451 learners from 33 primary schools in Nyamira North Sub-County. The sample size for this study was 701 respondents comprised of 30 head teachers, 30 deputy head teachers, 78 heads of departments, 178 assistant teachers and 386 learners from the 30 sampled public primary schools in Nyamira North Sub-County. The study employed Slovin's formula (Cochran 1977) $n = N / (1 + Ne^2)$. The main research instruments that were used in this study were a questionnaire and an interview schedule. Piloting was done in Nyamira Central to test the reliability, validity, dependability and credibility. Quantitative data was analyzed by use of descriptive and inferential statistics employing the Statistical Package for Social Sciences (SPSS version 23) and presented in tables, frequencies and coefficient correlation. Qualitative data was analysed in themes and presented in narrative form. From the findings, majority of the respondents indicated that much needs to be done by head-teachers in ensuring that they manage discipline, financial resources, be innovative and practical in the teaching approaches implemented and ensure that they overlook all areas with high levels of precision. Additionally, it was found that the government should also find ways to ensure they equip school heads with administrative skills by enrolling them to workshops among other seminars.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFA	:	Education for All
FDSE	:	Free Day Secondary Education
NACOSTI	:	National Commission for Science, Technology and Innovation
HOD	:	Head of Department
ICT	:	Information Communication and Technology
KCSE	:	Kenya Certificate of Secondary Education
MOE	:	Ministry of Education
SPSS-	:	Statistical package for social sciences
TPAD	:	Teacher Performance and Development Tool
TSC	:	Teachers Service Commission
WASCE	:	West Africa School Certificate Examinations
UNESCO	:	United Nation Educational Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background information

It is generally agreed upon that receiving an education is an essential component of both personal and social development. Not only does it play a role in achieving sustainable development, but it also functions as an essential component of human rights. Education has been shown to be associated to overcoming poverty, boosting income, improving health and nutrition, lowering family size, and improving an individual's overall quality of life; thus, efforts have been undertaken on a worldwide scale to attain the goal of "Education for All."

Leadership that is effective in schools plays a critical part in the creation of school climates and cultures that encourage both learners and teachers, which eventually leads to improved conditions for teaching and learning as well as higher educational standards. The success of learners is significantly influenced by the head-teachers who serve as essential leaders inside the schools. Their methods of administration have an impact on the efficiency and standard of the educational institution, regardless of whether they are democratic, authoritarian, or laissez-faire. The purpose and vision of the school must be communicated to the personnel as well as the community, and the head-teacher is responsible for making choices that are in line with these objectives.

The goals of Vision 2030 and Education for All have been included into the educational policies that have been put into place in Kenya. On the other hand, the effectiveness of academic institutions in accomplishing these objectives is greatly dependent on the leadership that exists inside the institutions. One of the contributing factors that has been

discovered for schools that are not meeting their potential is poor leadership. Other factors include insufficient funding and infrastructure. As a result, the purpose of this research is to investigate the relationship between the administrative expertise of school administrators and the level of academic achievement achieved by learners attending public primary schools in Nyamira North Sub-County, which is located inside Nyamira County, Kenya.

Leadership that is up to the task is necessary in every kind of organization, including educational establishments. When it comes to enhancing the quality of the teaching and learning environment at the school, the conduct of head-teachers and head-teachers as well as their administrative prowess are of the utmost importance. It is necessary to choose instructors who are both qualified and experienced to leadership roles, since these educational leaders play a critical role in ensuring that teaching and learning take place in an effective manner. The quality of a school's leadership is one of the most important factors determining how well it will perform, since good leaders are able to direct the efforts of their subordinates toward the accomplishment of organizational goals.

Head-teachers are accountable for providing the school with professional leadership as well as managing the institution as a whole. They are responsible for a variety of tasks, such as handling correspondence, directing transportation, planning schedules, creating handbooks, managing resources, and acting as instructional leaders. Administrators are often regarded as the primary force behind both the expansion of a school and the academic progress of its pupils by professionals in the field of education. Because the head-teacher's influence on student learning is the ultimate determinant of the school's academic achievement, the

administrative expertise of head-teachers has a direct bearing on the school's efficiency and effectiveness.

Over the course of the last four years, the academic outcomes of learners residing in the Nyamira North Sub-County have consistently been below expectations. One possible explanation for this is that the head-teachers' expertise was put to use. The mean scores of the Kenya Certificate of Secondary Education (KCSE) results for the past four years are shown in Table 1.1. These findings indicate the need for a more in-depth evaluation of the administrative abilities of head-teachers and the influence these skills have on academic achievement.

In general, good leadership and strong administrative abilities are essential components in the development of conducive learning environments for learners and an increase in the quality of the educational results. This research intends to add to the knowledge of successful leadership practices and pave the way for reforms in the educational system in Nyamira North Sub-County by studying the effects that the administrative abilities of head-teachers have on the KCPE performance of their respective schools' learners.

Table 1: KCSE KCPE performance of Nyamira North Sub County

Year	2023	2021	2022	2023
MSS Score	295	284	299	291

Source: Sub-county Education Office; Nyamira North Sub County (2023).

Table 1.1 shows that the highest mean grade of 295 was attained in 2023 and since then the mean score has been declining. This study will investigate the influence of head-teachers' administrative skills on KCPE performance of public primary schools in Nyamira North Sub County, Kenya.

1.2 Statement of the problem

In the Kenyan region of Nyamira North Sub-County, there has been a problem with kids not achieving satisfactory levels of academic success. It's possible that the school head-teachers in this area don't have the administrative skills they need, and that's what led to this predicament. Leadership is very necessary in order to raise and maintain high educational standards, successfully manage school operations, build a common vision for the whole school community, and provide clear guidance to staff and learners. On the other hand, it would seem that many primary schools in Kenya, especially those in the Nyamira North Sub-County, are deficient in competent instructional leadership.

In spite of the efforts made by the Kenyan government to improve the quality of supervision and instructional leadership, reports from the Ministry of Education (MOE) suggest that the administrative abilities of head-teachers have a direct influence on the overall performance of schools. This is the case despite the fact that the Kenyan government has made these efforts. The head-teacher of the school provides direction and oversight to everyone in the school, including the pupils and the instructors. Therefore, the learning environment and results inside the school are strongly influenced, to a large extent, by the quality of leadership that is displayed by head-teachers.

It is very necessary to place a primary emphasis on enhancing the administrative capabilities of head-teachers working in schools located in the Nyamira North Sub-County in order to

solve the problems that currently exist. The provision of support and direction to educators, the implementation of effective educational policies and practices, the promotion of a pleasant school atmosphere, and the guarantee that the school's vision and objectives are linked with the requirements of learners and the community is all essential components of effective instructional leadership.

It is possible to increase the chances of generating a suitable learning environment that encourages academic accomplishment and personal development among learners by enhancing the administrative abilities of head-teachers. Head-teachers should have the capacity to successfully manage resources, create and execute new teaching practices, form strong partnerships with parents and community stakeholders, and offer ongoing professional development opportunities for teachers. Head-teachers should also have the ability to establish and maintain positive relationships with parents and community stakeholders. In addition to this, they should be proficient in data analysis and know how to make decisions using evidence-based research in order to promote changes in instructional practices and student outcomes.

It is important to not undervalue the role that head-teachers play as instructional leaders in their schools. It is essential for them to have the capacity to encourage and inspire both instructors and learners in order to establish a culture that values excellence and is committed to ongoing growth. Head-teachers have the ability, via good leadership, to create a pleasant school environment, to develop cooperation among staff members, and to guarantee that both learning and teaching are of the greatest possible quality.

In conclusion, the lack of basic administrative skills among school head-teachers in Nyamira North Sub-County may be linked, at least in part, to the low learning results that have been achieved in that area. It is crucial for increasing educational standards, establishing a good learning environment, and eventually boosting the academic achievement of learners to improve the leadership ability of head-teachers. By placing an emphasis on providing children in the Nyamira North Sub-County with excellent education and working toward the goal of improving student learning outcomes, the sub-county's instructional leadership may be improved.

1.3 Purpose of the study

To establish the influence of head-teacher administrative skills on KCPE performance of public primary schools in Nyamira North Sub County, Nyamira County

1.4 Objectives of the Study

- i.) To evaluate the influence of head-teacher's resource utilization skills on KCPE performance in public primary schools in Nyamira North Sub County
- ii.) To establish the influence of head-teachers' disciplinary skills on KCPE performance in public primary schools in Nyamira North Sub County.
- iii.) To examine the influence of head-teachers' learning-teaching utilization skills on KCPE performance in public primary schools in Nyamira North Sub County.
- iv.) To assess the influence of head-teachers' supervisory skills on KCPE performance in public primary schools in Nyamira North Sub County.

1.5 Research questions

- i.) What is the influence of head-teacher's resource utilization skills on KCPE performance in public primary schools in Nyamira North Sub County?

- ii.) In what ways does head-teachers' disciplinary skill influence KCPE performance in public primary schools in Nyamira North Sub County?
- iii.) How do the head-teachers' learning-teaching utilization skills influence KCPE performance in public primary schools in Nyamira North Sub County?
- iv.) To what extent do head-teachers' supervisory skills influence KCPE performance in public primary schools in Nyamira North Sub County?

1.6 Rationale for the study

It is vital for school head-teachers and those who want to become administrators to gain a solid grasp of leadership as a field in order to enhance the KCPE performance of public primary schools in the Nyamira North Sub-County. This is the only way to bring public primary schools in line with other public schools in the region. They need to be actively engaged in professional development in order to determine their strengths and shortcomings get acquainted with best practices, and adjust their leadership techniques to meet the situations they face.

Through its efforts known as Vision 2030 and Education for All, Kenya has established a number of lofty aims and objectives. The level of leadership that is shown inside educational institutions is a crucial factor in determining whether or not these objectives will be met. Inadequate funding and infrastructure are often cited as contributing factors to the underachievement of many schools; nevertheless, it is also commonly acknowledged that poor leadership is a factor in this underachievement (Mulusa, 1988).

In light of these obstacles, it is of the utmost importance to investigate the relationship between the level of administrative expertise possessed by school administrators and the level of academic achievement attained by learners attending public primary schools in

Nyamira North Sub-County, Nyamira County, Kenya. It is possible to get significant insights into the precise leadership techniques and behaviors that have an influence on student accomplishment by undertaking research in this area.

The purpose of the research is to determine the essential administrative competencies that head-teachers need to have in order to successfully lead their schools, and it is anticipated that this will be accomplished. Competencies such as strategic planning, resource management, instructional leadership, cultivating a healthy school environment, and involving stakeholders might fall under this category.

It is possible to construct targeted interventions to improve leadership capacity inside schools if one first has an awareness of the connection between the administrative abilities of administrators and the academic success of their learners. This may include setting up mentorship programs, giving chances for professional development for head-teachers, and establishing networks for the exchange of information on effective methods. It is essential to place a strong emphasis on the development of leadership behaviors that result in sustainable improvement in educational institutions, which, in turn, leads to improved academic results for learners.

In conclusion, the effect of head-teachers' administrative abilities on the KCPE performance of public primary schools in the Nyamira North Sub-County is an important subject of research that needs to be looked into further. Schools in Kenya will be able to better connect their efforts with the aims and objectives of Kenya's education programs if they improve the practices and attitudes of their school leaders. This will help to contribute to the general

development of educational results as well as the implementation of a quality education system in the area.

1.7 Significance of the Study

This study is expected to make a contribution to knowledge by revealing the extent to which good administrative skills through formulating the school vision, managing the school instructional programme, promoting positive school learning climate and advancing teacher's interests by school head-teachers contribute positively to effective running of the schools. Head-teachers and prospective head teachers can use the suggestions and recommendations from the study to improve their knowledge on formulating the school vision, managing the school instructional programme, promoting positive school learning climate and advancing teachers interests. Teacher training institutions and in-servicing bodies can use the results to develop training programs that can enhance the capacity of the head-teachers to develop effective instructional administrative skills hence produce graduates who are better equipped for leadership. Additionally, parents and other stakeholders when updated on instructional leadership can monitor and provide the necessary support for their schools in terms of instructional leadership Policy makers like the Government of Kenya through the legislature, Ministry of Education and the Teachers Service Commission can use the findings of this research to formulate instructional leadership policies and minimum requirements for head teachers. Future researchers on instructional leadership can use the findings of this study to design approaches to their studies that can help to improve knowledge on instructional leadership.

1.8 Scope of the Study

The study focused on establishing the influence of head-teacher administrative skills on KCPE performance and was conducted in Nyamira North Sub County, Nyamira County

between January 2023 and October 2021. This was a mixed methods approach depending on concurrent triangulation design.

1.9 Limitations of the study

The study depended on the respondent's level of truthfulness in their responses so to enhance truthfulness, respondents were assured of the anonymity of their responses, both orally and in written form. The questionnaires were to bear no provision for identity, and the researcher only use a secret code. The results of the study were based from Nyamira North Sub County and cannot therefore be generalized to the whole country. Such a population may have limitations due to the socio-cultural and economic background of Learners.

1.10 Delimitations of the study

This study was only confined to the public schools in Nyamira North Sub-County; the respondents were head-teachers, their deputies, heads of departments and pupils. The study focused on resource utilization, and leadership skills through the use of questionnaires and interview schedule.

1.11 Assumptions of the study

The study is based on the following assumptions: that;

- i. Respondents will be truthful in answering questions presented in the questionnaire and in the scheduled interviews.
- ii. All schools and the teachers in the schools are of equal status.
- iii. All the respondents selected for the study will be able to provide valid and valuable data.

1.12 Operational of Key Terms

- Management:** the coordinated utilization of physical and human resources through cooperative efforts in order to realize the established objectives of a given organization namely school.
- Leadership:** an interactive process between members of the group whereby the leader, within the process has the authority of influencing the activities of an organized group towards goal setting and goal accomplishment.
- Administration:** the process of formulating policies, mobilizing the resources under the jurisdiction of the administrator and getting the job done through policies and objectives of the organization. In this study the focus is secondary schools.
- Academic performance:** the ability to display competence through speaking or writing what one has learnt in the classroom. In this study academic performance is confined to the quality education with set benchmarks of the Ministry of Education and KCSE examinations.
- Teamwork:** in management, teamwork means collective responsibility whereby all members in school work together in order to achieve the planned common goal.
- Public secondary:** refers to a place where students' learner seeks for education and it is owned and run by the government.
- Student 'performance:** refers to the evaluation of the learning process in short term and long term.
- Transformational leadership:** refers to a head-teacher's style that forms teamwork with teachers in decision making.

Transactional leadership:

refers to head-teacher's style that focuses on organisation and performance by promoting compliance of followers through both rewards and punishment.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a review of the literature which focuses on the two leadership styles, transformational leadership and transactional leadership and on how they influence resource utilization skills, disciplinary skills, learning-teaching utilization skills and supervisory skills, in an attempt to formulate a theory that will underpin the current study.

2.1. Empirical Literature Review

In the modern, interconnected educational environment, administrators of schools are increasingly expected to demonstrate a high level of instructional leadership within their respective institutions. They are assigned with the job of enhancing student achievement while also preserving an atmosphere that is favorable to learning via the appropriate regulation of student conduct. This often necessitates the need for administrators to start changes inside the school in order to improve overall performance (Tableman, 2004; Muchiri, 1998) [Tableman, 2004; Muchiri, 1998].

It is the job of school leaders to provide the essential organizational circumstances for change across schools (Halverson, Grigg, Pritchett & Thomas, 2005). Although teachers play a significant role in improving student learning outcomes, school leaders are responsible for creating these conditions. According to Tableman (2004), head-teachers are held responsible for the effective management of their schools and the ongoing improvement of the academic achievement of their learners.

Different types of leadership, each with its own set of distinguishing traits, have been discovered by a variety of specialists. For instance, Bass and Avolio (1994) came up with the full range leadership theory, which distinguishes three distinct leadership styles. These types are transactional, transformational, and laissez-faire. Each of these leadership styles has its own unique effect on the functioning of the organization as well as the consequences for the learners.

The transformative leadership style will be the subject of primary attention over the course of this research. Leaders that inspire and motivate their employees, develop a common vision, stimulate innovation and creativity, and support the personal and professional growth of teachers are examples of transformational leaders (Okumbe, 1998; Kemp and Nathan, 1989). Transformational leaders are defined by these qualities in their leadership styles. It has been discovered that this kind of leadership has a good influence on a variety of components of the running of a school, including abilities in the areas of resource utilization, disciplinary skills, learning-teaching utilization skills, and supervisory skills.

The purpose of this study is to shed light on the relationship between leadership style and the effective utilization of resources, the maintenance of discipline, effective teaching and learning practices, and quality supervision within schools by examining the influence that transformational leadership has on these specific skills.

It is crucial for school administrators to have a solid understanding of the ways in which transformational leadership may impact the key aspects of school operation. They are able to

examine their own leadership styles, see areas in which they may improve, and devise initiatives to improve their leadership practices as a result of this ability. It is possible for administrators to enhance student results, cultivate a healthy school atmosphere, and encourage development and cooperation among teachers by adopting a transformational leadership strategy and putting it into practice.

The research concludes that school leaders have a vital role in promoting school improvement and boosting student achievement. This conclusion is supported by the findings of the study. The purpose of the research is to provide insightful recommendations for school administrators by concentrating on the unique effect that transformational leadership has on skills such as resource utilization, disciplinary skills, learning-teaching utilization skills, and supervisory abilities. Because of this, they will be able to build their leadership skills, put effective practices into place, and cultivate an atmosphere that is favorable to learning, all of which will contribute to the overall development and achievement of their schools.

2.2.1 Head-teachers resource utilization skills on KCPE performance

The utilization of resources in education is crucial for achieving positive learning outcomes. Resources play a vital role in the functioning of an educational system. In the context of teaching and learning, resources encompass physical facilities, material resources, and other elements that enhance the effectiveness of schools (DFID, 2007; Olatunde, 2010).

Material resources include various instructional materials such as textbooks, maps, charts, audiovisual and electronic aids like radios, tape recorders, televisions, video tape recorders,

and computer accessories. Additionally, paper supplies and writing materials are also considered essential resources for effective teaching and learning (Atkinson, 2000).

The adequacy of teaching and learning resources is a determining factor in the success or failure of an education system. The student-teacher ratio, which indicates the number of learners assigned to teachers for instruction, is an important measure of teacher adequacy. This ratio helps determine the workload of teachers at a particular level of education and aids in estimating the required number of teachers for a projected student enrollment (Afolabi, 2005). Analyzing school expenditure is another way to assess resource utilization in education, as school expenditure constitutes a significant portion of resources allocated to schooling (Meghir, 2002).



The provision of resources into the education system and their effective utilization are crucial for achieving the goals of the system (Olabinji, 2010). Several studies have shown that inadequacy of resources in primary schools leads to poor performance (Legotto, 2002; Olatunde, 2010; Olabinji, 2010; Ekundayo, 2010). In many African countries, the availability of teaching and learning resources has been a major concern among educators. Research has indicated a positive relationship between the availability of teaching and learning resources and teachers' mean scores, with schools having adequate resources showing higher teacher scores compared to those with inadequate resources (Aphric, 2010). The availability of teaching and learning resources enhances the effectiveness of schools as these resources are fundamental in promoting good KCPE performance among learners.

In Sri Lanka, school head-teachers are increasingly being held accountable for the quality of learning outcomes, resource mobilization and utilization, school quality monitoring, and staff development programs (Lekerage, 2010). Head-teachers are seen as vision setters, resource providers, and instructional supervisors, playing a critical role in achieving high KCPE performance among learners.

In various African countries, studies have demonstrated a strong relationship between teaching and learning resources and student achievement. For example, a study conducted on the effects of instructional resources on student performance in the West African School Certificate Examination (WASCE) revealed that the achievements of learners were associated with the availability of resources for teaching. Material resources were found to have a significant effect on student achievement as they facilitate the learning of abstract concepts and ideas. When teaching and learning resources are inadequate, the quality of education is compromised, which is reflected in KCPE performance (Momoh, 2010). Studies conducted in other less developed countries, such as Ghana and Uganda, have also indicated a positive relationship between access to textbooks and student achievement (Mutua, 2011).

In Kenya, since the implementation of the Free Day Secondary Education (FDSE) policy, access to secondary education has increased, resulting in overcrowded classrooms and the overutilization of existing teaching and learning resources (KESSP, 2010). In many secondary schools, teaching and learning resources are inadequate, which is reflected in poor performance in the Kenya Certificate of Secondary Education (KCSE) examination. Head-teachers have a significant influence on classroom instruction by providing teachers with the necessary resources, which extend beyond monetary resources and materials. Providing

resources includes tasks such as scheduling, developing the school calendar, hiring and placing teachers, adopting textbooks, and purchasing

necessary materials to support instruction (Lineburg, 2010). Head-teachers play a critical role in promoting student KCPE performance by providing teachers with the necessary resources required for effective instruction.

In conclusion, the availability and utilization of teaching and learning resources are crucial for achieving positive educational outcomes. Adequate provision of resources and effective resource management by school head-teachers contribute to improved student performance. School head-teachers should not only provide teaching and learning resources but also create opportunities for professional development for teachers. By ensuring access to resources and supporting teachers' professional growth, head-teachers can enhance student KCPE performance and foster a conducive learning environment within schools.

2.2.2 Head-teachers disciplinary skills on KCPE performance

The maintenance of an appropriate level of scholastic achievement in educational institutions is contingent upon the existence of an effective disciplinary system. A school atmosphere that is well-disciplined makes a significant contribution to the efficiency of teaching and learning, which in turn leads to successful academic accomplishments. According to Sonn (2009), a lack of effective school discipline causes a school to become unmanageable, which in turn results in demoralized instructors and disengaged learners, which eventually has an influence on the school's academic performance. Learners benefit from having a more concentrated approach to academic performance, and instructors benefit from having an

atmosphere that is more inspiring thanks to effective discipline. According to Creswell (2003), teaching may become a satisfying career when learners conduct themselves in class and the environment is one that promotes learning.

The enforcement of rules and procedures inside schools is very important to the process of defining appropriate conduct not just for learners but also for faculty members. According to Matsoga (2003), several primary schools are home to student populations that are prone to acts of violence and other forms of disruptive conduct. The process of teaching and learning is disrupted when there is a lack of discipline, and this presents itself in a variety of ways, including bullying, graffiti, tardiness, use of alcoholic beverages and other substances, failure to complete assigned assignments, unlawful exiting of the school grounds, and fighting. According to Gorton et al. (2000), getting the highest possible academic achievements requires effectively enforcing rules and regulations, as well as enforcing and monitoring discipline among learners.

Effective educational institutions place a premium on inclusive policies and procedures that place an emphasis on school discipline and collaborative leadership. According to Jones et al. (2002) and Adams (2003), schools are able to cultivate an atmosphere that encourages learners to exercise self-control, behave well, and submit to the authority of the school when they handle disruptive conduct shown by learners. (Adams, 2003; Meyers and Pawlas 1989) Schools have assemblies, meetings, newsletters, and handbooks that clearly communicate the rules and the penalties for violating them to learners, staff, and parents. They also set regulations and communicate the consequences for breaking them. It is helpful to reaffirm

the significance of maintaining order in the community of the school by reviewing the policies from time to time, especially after any vacation breaks.

Making the school atmosphere more entertaining and interesting for learners may help to cut down on the number of disciplinary issues that arise. According to Black and Down (1992), instructors at Wilson Elementary School in North Carolina saw a considerable drop in the number of disciplinary issues that were reported after they modified their teaching methods to accommodate learners with a variety of learning preferences. Administrators are urged to use disciplinary chances as instructional moments in order to transmit vital social skills to children, which in turn promotes the kids' academic achievement in school as well as their employability in the future (Cotton, 2000).



According to the findings of several pieces of research, disobedience of school rules and regulations is detrimental to both the operation of the educational system and learners' academic achievement. Studies that were carried out in Nigeria and Tanzania found extensive rule infractions and a lack of administrative skills among school administrators, which led to low KCPE performance (Adeyemo, 1985; Felister, 2008). These findings were published in academic journals. In a similar vein, there are several incidents of rule breaches in Kenya. These cases include student hostility against instructors, drug usage, alcohol use, and unlawful absences from the school premises. In addition, there are countless cases of rule violations. These interruptions have an impact on the schools' ability to run smoothly and have a negative impact on academic success. It is vital to establish efficient systems to guarantee that learners comply with the rules and regulations established by the school.

The upkeep of order and discipline in schools is mostly the responsibility of head-teachers. According to Leithwood and Jantz (2004), they function as role models, exhibiting high standards in decision-making and fostering a culture of discipline in the classroom for both teachers and learners. According to Hallinger and Heck (1998), good learning outcomes are fostered when head-teachers are actively involved in activities such as problem-solving sessions, planning meetings, staff development, and team teaching. Head-teachers are able to lessen student disobedience in their schools by resolving disciplinary matters in a timely and efficient manner. Continuous professional development for head-teachers is also essential for strengthening their abilities to resolve disciplinary concerns and promote better academic standards (Khewu, 2012; Mbiti, 2007). Head-teachers should strive to maintain a high level of competency in their field.



The atmosphere at schools need to be one that is consistent and nurturing for both learners and faculty. Head-teachers are tasked with the job of developing management strategies that encourage participation from both teachers and parents in the process of disciplining kids. Head-teachers are held responsible for student discipline on a global scale and are forced to change school management practices in order to guarantee that learners behave in a manner that is considered appropriate (Mbiti, 200).

7).

To summarize, disciplinary measures play a crucial part in determining the level of academic achievement achieved in schools. A school environment that is well-disciplined helps to support effective teaching and learning, therefore establishing a climate that is favorable to academic success for the kids. In order to properly manage and sustain discipline in schools, clear rules and punishments need to be established, effectively communicated, and accompanied by enough support and training for both teachers and administrators. Schools have the ability to raise learners' academic progress and provide them with a more favorable overall educational experience if they foster an atmosphere of learning that is both inclusive and governed by rules.

2.2.3 Head-teachers learning teaching utilization skills on KCPE performance

The accomplishment of learners and the overall performance of educational institutions are directly linked to the quality of the teaching and learning that takes place in such institutions. As educational leaders, head-teachers play a critical part in the process of establishing an atmosphere inside a school that encourages the development of successful pedagogical strategies and advances the achievement of beneficial results for learners. In the following paragraphs, we will go more into the significance of instructional leadership, the influence that teaching strategies have on the academic success of learners, and the part that head-teachers play in improving teacher performance.

According to Hallinger and Murphy (1985), the term "instructional leadership" describes the acts and attitudes of head-teachers that have a direct impact on the teaching and learning that occurs in schools. As part of this role, you will be responsible for advising, assisting, and supplying instructors with materials, as well as monitoring and analyzing instructional methods. study has demonstrated, time and time again, that effective leadership practices

have a favorable influence on student accomplishment (Leithwood et al., 2004). This study underscores the importance of instructional leadership. According to Ross and Gray (2006), head-teachers who participate in instructional leadership activities establish a school atmosphere that is favorable to learning, encourage both learners and teachers, and enable the creation of stronger teaching and learning settings. [Citation needed] Head-teachers who engage in instructional leadership activities also generate a school climate that is conducive to learning.

Utilizing a variety of teaching strategies that are adaptable to the many distinct educational requirements of learners is an essential component of good instructional leadership. According to Chang (2010), every single student has their own unique way of learning and reacting to new knowledge. As a result, it is essential for educators to use a variety of instructional strategies in order to cater to the many interests and approaches to learning that learners bring to the classroom. According to research conducted by Stiff-Gohdes (2001), teaching approaches have a considerable influence on the academic success of learners. It is essential to have effective teaching techniques in order to have successful learning, since these approaches encourage engagement, active involvement, and a profound level of comprehension among pupils.

An competent educator incorporates a variety of teaching strategies within the framework of a standard session in order to foster increased student learning. For instance, in order to guarantee that the audience understands the material being presented, a demonstration is often followed with an in-depth explanation (Melisa, 2000). Learners are assisted in the development of critical thinking abilities, the exploration of fresh viewpoints, the building of

conceptual understanding, and the application of information in practical situations via a variety of teaching techniques, including inductive teaching, synectic teaching, idea attachment, and constructivist teaching (Walmsly, 2010). On the other side, teaching approaches that are centered on lectures often lack interaction, which may lead to learners losing interest in the material. Learners have the opportunity to learn both individually and from their classmates when they participate in group learning activities such as cooperative learning and collaborative projects. This results in improved academic achievement. Learners are encouraged to participate in active learning, critical thought, and the application of acquired information via the use of these strategies.

It is essential for head-teachers to play a role in improving the teaching performance of their staff in order to cultivate an atmosphere that is favorable to teaching and learning. According to APHRC (2010), head-teachers should increase their participation in assisting teachers by participating in activities such as observing classroom instruction, mentoring, coaching, and providing professional assistance. Head-teachers' administrative prowess has a considerable impact on the quality of instruction they provide to teachers. According to Adepaju (1996), the term "teacher performance" refers to a number of different facets, some of which include instructional effectiveness, lesson preparation, competence, commitment, supervision, monitoring, and student discipline. The head-teachers are responsible for determining the requirements of their teachers and providing the resources and assistance required to improve the teachers' overall performance.

According to Ijaiya (2000), administrators have the ability to promote teachers' active engagement and involvement in decision-making processes by cultivating an environment

that is collaborative and supportive. Head-teachers who are effective in their roles serve as examples for learners to emulate by exhibiting high levels of decision-making, discipline, and professionalism. They cultivate a friendly and constructive environment within the school, one in which teachers have a sense of being respected and enabled to do their best work. It is also the responsibility of head-teachers to ensure that teachers have access to continuous professional development opportunities like as seminars, workshops, and training programs. This makes it easier for instructors to keep up with the most recent instructional practices, curricular breakthroughs, and educational research, which ultimately benefits the learning results of their learners.

In addition, it is imperative that administrators acknowledge the need of maintaining order in the classroom in order to cultivate an atmosphere that is favorable to learning. The expectations of conduct that are placed on both instructors and pupils are established via the use of discipline. According to Matsoga (2003), an effective school disciplinary system is necessary for the maintenance of order, the promotion of good student conduct, and the minimization of disturbances to the teaching and learning process. It requires laying down certain guidelines and standards, as well as successfully conveying them to all involved.

learners, employees, and parents, as well as making certain that their uniform enforcement is maintained. When discipline is handled properly, instructors are free to concentrate on their duties as educators, and pupils are able to study without being interrupted by disruptions.

In conclusion, effective teaching and learning techniques are essential to the overall performance of educational institutions as well as the accomplishment of learners enrolled in such institutions. As instructional leaders, head-teachers play a critical part in the process of cultivating an atmosphere inside a school that encourages the use of productive instructional strategies, boosts the effectiveness of individual teachers, and encourages the development of favorable outcomes for learners. Head-teachers may cultivate a culture in their schools that places a premium on collaboration, professional development, and high-quality teaching simply by participating in practices of instructional leadership. Head-teachers provide instructors the authority to employ a variety of teaching strategies that are tailored to meet the requirements of a wide range of learners by virtue of the administrative expertise and support they provide. In addition, administrators play an important role in maintaining good school discipline, which is essential to creating an atmosphere that is conducive to learning for everyone. Head-teachers have the ability to steer their schools toward a state of continuous development and educational excellence if they accept the obligations outlined above.

2.2.4 Head-teachers supervisory skills on KCPE performance

The accomplishment of learners and the overall performance of educational institutions are directly linked to the quality of the teaching and learning that takes place in such institutions. As educational leaders, head-teachers play a critical part in the process of establishing an atmosphere inside a school that encourages the development of successful pedagogical strategies and advances the achievement of beneficial results for learners. In the following paragraphs, we will go more into the significance of instructional leadership, the influence that teaching strategies have on the academic success of learners, and the part that head-teachers play in improving teacher performance.

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2.4 Theoretical Framework

2.4.1 Transformational Leadership Theory

In talking about transformational initiative hypothesis, Bass (1985) characterized transformational administration as far as how the leader influences adherents, who are expected to trust, appreciate and regard the transformational leader. He distinguished three

manners by which leaders change followers: Increasing their familiarity with assignment significance and esteem; motivating them to concentrate first on group or authoritative objectives, as opposed to their own particular advantages; and enacting their higher-arrange needs. In his suggestion, charm is viewed as vital, however not adequate, as a quality of a transformational leader. The lack of magnetic administration could be suggested appealing film stars who may not make great leaders. Be that as it may, the two key alluring impacts that transformational leaders accomplish are to bring out forceful feelings and to cause identity of the followers with the leader. This might be through blending advances. It might likewise happen through calmer techniques, for example, instructing and coaching (Bass, 1990).

Bass has of late noticed that real transformational authority is grounded in moral establishments that depend on four segments: Idealized impact; Helpful inspiration; Intellectual incitement; and Individualized thought (Bass and Riggio, 2006). The three good angles include: the ethical character of the leader; the moral esteems inserted in the leader's vision, explanation, and program; and the profound quality of the procedures of social moral decision and activity that leaders and adherents take part in. (Bass and Steidlmeier, 1998).

The concept of transformational leadership is being more recognized as a key kind of leadership in many different disciplines, including education. In the framework of educational administration, transformational head-teachers play an important part in the process of molding the atmosphere of the school, inspiring both teachers and learners, and eventually enhancing academic achievement. The use of transformational leadership methods in schools located in the Nyamira North Sub-County has the potential to have a significant effect on the levels of academic achievement attained by learners.

Creating a captivating vision is an essential component of transformative leadership, which is why it's one of our five pillars. A transformational head-teacher is one who takes the initiative to create a community-wide shared vision that is reflective of the ambitions and objectives of the whole school. This vision acts as a guidepost for all of the stakeholders, offering a feeling of purpose and direction for the organization. Head-teachers have the ability to motivate teachers and learners to work hard and aim for high accomplishment standards by clearly defining the vision of the school and ensuring that it is aligned with the expectations for academic success.

Another essential component of transformative leadership is the ability to motivate and inspire others. Head-teachers that demonstrate inspiring motivation have the power to excite and invigorate their subordinates and staff members. They convey their requirements in a clear and convincing way, putting an emphasis on the significance of scholastic success as well as the significance of education. Transformational leaders push teachers and learners to go above and beyond in their attempts to achieve academic achievement. They do this by establishing a sense of purpose and meaning in their work, which gives their job more significance.

Additionally, transformational leaders encourage their followers' intellectual development as well as their creative potential. They question previously held beliefs, inspire thought analysis, and foster an environment that values inventiveness. In the context of education, this entails the cultivation of an atmosphere in which both instructors and learners have the

sense that they are empowered to investigate novel instructional strategies, experiment with a variety of various techniques, and embrace the concept of continual improvement. A environment of intellectual stimulation may be fostered in a school by transformational head-teachers via the provision of opportunities for professional growth, the encouragement of collaborative problem-solving, and the recognition and reward of creative endeavors. This, in turn, leads to improved academic achievement.

In addition to this, transformational head-teachers have a profound comprehension of the significance of providing efficient supervision. They take an active role in monitoring classroom activities and provide feedback to teachers in order to ensure that such practices are in line with the school's overall mission and vision statements. Transformational administrators obtain personal understanding of the teaching and learning process, identify areas for improvement, and give support and direction to teachers when they are physically present in classrooms. They create an atmosphere that is secure and encouraging, one in which instructors feel at ease asking for help and are encouraged to improve their methods of teaching, and they do this by themselves.

The use of transformational leadership has the potential to have a major influence on the academic achievement of learners in the Nyamira North Sub-County. Transformational methods have the ability to turn schools into dynamic learning communities, and head-teachers who embrace these approaches have the opportunity to make that happen. Transformational principles establish an atmosphere that encourages KCPE performance by cultivating a collective vision, offering motivation that is a source of inspiration, fostering intellectual progress, and ensuring that competent supervision is provided.

It is essential to keep in mind that in order to successfully execute transformational leadership, head-teachers need to maintain their commitment and devotion on a consistent basis. They are required to do ongoing needs assessments of their schools, pay attention to what the teachers and kids have to say, and adjust the leadership tactics they use appropriately. In addition, it is vital to collaborate with other stakeholders, such as parents, members of the community, and educational authorities, in order to establish an environment that is supportive of academic achievement.

In conclusion, the use of transformational leadership in Nyamira North Sub-County has the potential to have a significant influence on academic achievement. Head-teachers may inspire and encourage their teachers and learners, build a culture of continuous improvement, and create an atmosphere that fosters academic achievement if they exemplify the attributes of a transformational leader. This can be accomplished by demonstrating such qualities in their daily lives. The use of transformational leadership methods has the potential to result in favorable educational results and make a contribution to the growth and overall performance of schools located in the Nyamira North Sub-County.

2.5. Conceptual framework

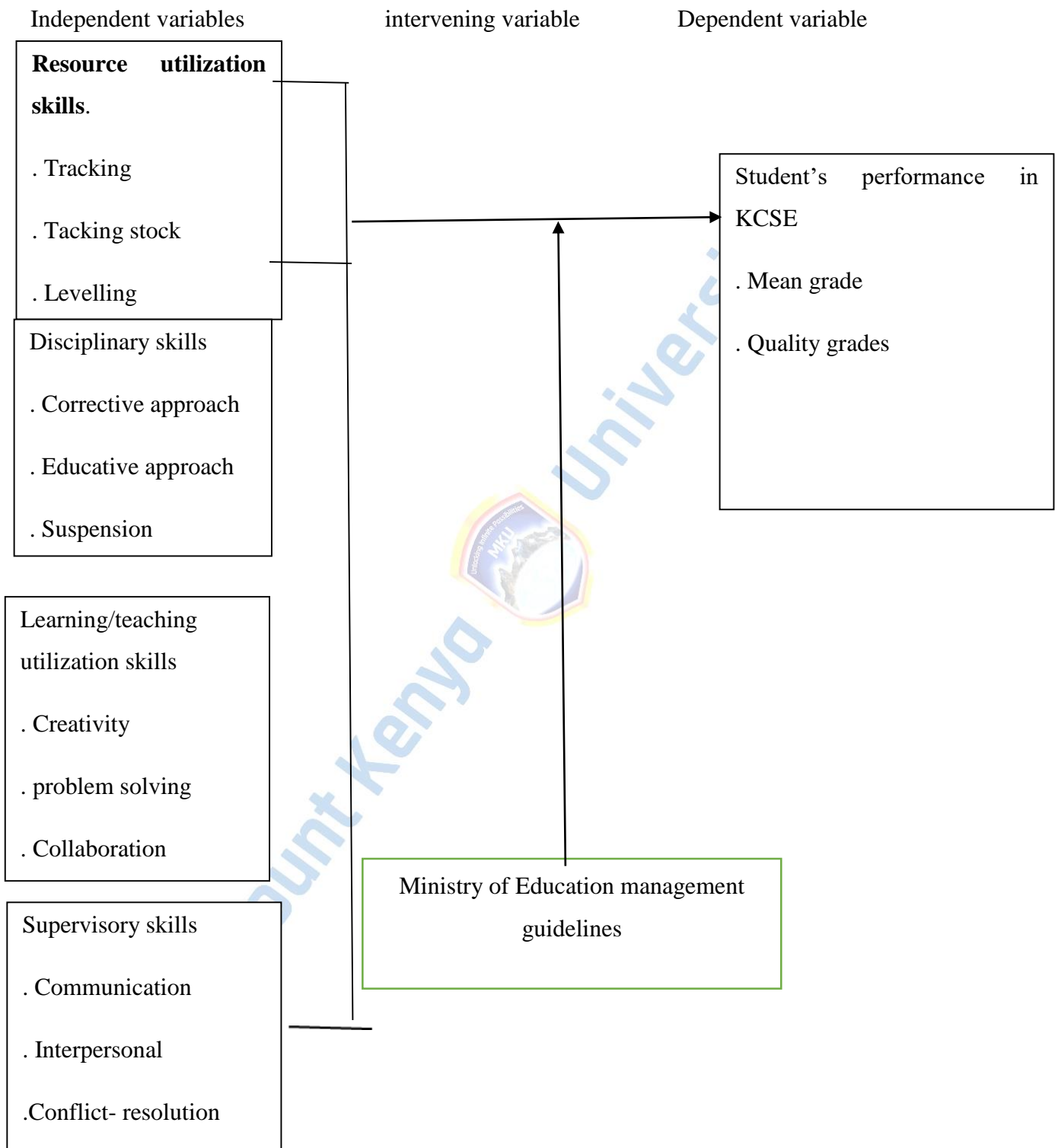


Figure 1: Conceptual framework showing the influence of administrative skills on KCPE performance of public secondary schools.

The framework shows head-teachers administration in terms of resource utilization skills, disciplinary skills, learning teaching utilization skills and supervisory skills and how they influence learners' academic performance.

2.3. Research Gap

It is impossible to exaggerate the significance of the role that instructional supervision played by head-teachers played in the improvement of academic achievement. Head-teachers are the instructional leaders inside the school, and as such, they have an impact on the overall quality of teaching and learning, as well as the academic achievement of learners and the operation of the school as a whole. Head-teachers are responsible for guiding and supporting teachers in their attempts to attain educational objectives via the use of effective supervision.

According to the findings of Charles et al. (2012)'s research, it is essential for administrators to supervise instructors in order to guarantee that classes are well-planned and organized. In this context, "considerations" refers to things like beginning the lesson in an entertaining way, reviewing learners' prior knowledge, utilizing a variety of voices to attract learners' attention, and concluding by summarizing the most important issues discussed during the class. Head-teachers may assist instructors in developing a successful learning environment for their learners by monitoring the aforementioned parts of the teaching process. This will increase both student engagement and comprehension. In addition, instructors are strongly urged to adhere to the curriculum rules, make effective use of the many instructional tools available to them, and cultivate constructive connections with their learners. Head-teachers are able to give direction and feedback to instructors via the process of supervision, which helps to ensure that teachers are using instructional approaches that are successful.

The author Okumbe (1999) places a strong emphasis on the function of supervision as an administrative technique to push instructors toward increased educational effectiveness and enhanced academic success. Instructional oversight gives administrators the ability to develop and coordinate the many teaching strategies used inside their schools. Gamage et al. (2009) carried out a research that revealed the beneficial influence that strict supervision had on the overall performance of teachers. This includes making daily visits, holding private conversations, doing timely assessments, and providing support as needed. The most effective way for administrators to foster a culture of continuous improvement in their schools, give teachers with timely feedback, and provide the essential support they need is to conduct regular and supportive supervision. In turn, this leads to an improvement in the quality of education, which in turn contributes to better academic success.

Even though these earlier research have thrown light on the significance of instructional supervision by head-teachers, there is still a vacuum in knowing how particular areas such as resource usage, disciplinary abilities, and supervisory skills are influenced by administrative skills. In addition to this, there is a need to research how these leadership abilities effect academic achievement in the context of the Nyamira North Sub-County, which has been suffering low KCPE performance among its student population.

The purpose of this research is to help fill this void by investigating the relationship between the administrative abilities of head-teachers, namely instructional supervision, and the KCPE performance of learners in the Nyamira North Sub-County. This research attempts to give useful insights into the particular processes via which head-teachers might enhance student performance by examining the link between leadership skills and academic results.

Specifically, the study will investigate the association between leadership abilities and academic outcomes. It will investigate how administrators make efficient use of the resources available to them, how they encourage pupils to behave in a disciplined and positive manner, and how they put in place effective supervisory procedures to help instructors.

This study will contribute to the existing body of knowledge on leadership in education by filling a gap in the literature and providing insights based on evidence. It will also inform educational policymakers, school administrators, and head-teachers about effective strategies for improving academic performance. The results of this research may serve as a reference for head-teachers and educational leaders in Nyamira North Sub-County and comparable settings, enabling them create and execute targeted interventions to promote instructional practices, resource utilization, discipline, and overall school performance. This study was conducted in Kenya.

In conclusion, the function of head-teachers as instructional leaders and their supervision of instructors play an extremely important part in the overall development of academic performance. Learning results for learners may be strongly impacted by the quality of instructional supervision provided, which should include monitoring of lesson design, teaching techniques, and adherence to curriculum. This research will give useful insights into the particular elements that contribute to academic success in Nyamira North Sub-County by analyzing the effect of administrative abilities on resource utilization, discipline, and supervisory practices. The findings of this study will be presented in the form of a report. The results, in the end, will be used to create measures that will improve educational practices and promote student accomplishment in the area.

2.6 Summary of the Literature Review

The sector of education has recently seen a rise in the popularity of transformational leadership as a prominent type of leadership. It is defined by leaders who inspire and drive their people to do extraordinary things for the organization. It has been established that transformational leadership has a good influence on the use of resources, the maintenance of discipline, the usage of learning and teaching, and supervision in the setting of educational institutions.

The capacity to make efficient use of available resources is one of the most important components of transformative leadership. Leaders who can effect transformation are aware of the need of effectively allocating resources and making certain that those resources are used to their utmost capacity. They encourage teachers and staff to make the most of the resources that are available to them and foster a culture of accountability and responsibility among the teaching staff and staff members. This not only comprises material resources like textbooks, equipment, and facilities, but also people resources like instructors who are both competent and motivated to do their jobs. Teachers are able to provide high-quality teaching and create an environment that is favorable to learning when transformational leaders cultivate an atmosphere of resourcefulness and creativity in the classroom.

Transformational leadership has an impact on a number of crucial aspects, one of which is discipline. Leaders who transform their organizations establish rigorous standards for student conduct and cultivate an environment that is supportive and courteous. They devise rules and processes that are easily understood by learners, ensure that those rules and procedures are consistently enforced, and effectively convey those rules and procedures to learners.

Transformational leaders contribute to a secure and orderly learning environment that allows kids to flourish academically by fostering a culture of discipline within the organization they oversee. They also provide assistance and direction to instructors in the area of regulating the conduct of learners, assisting the teachers in the development of tactics that are beneficial in the classroom.

The usage of learning and teaching is one of the areas in which transformational leaders thrive. They place a strong emphasis on fostering an atmosphere of cooperative and interesting learning in which both instructors and learners may thrive. They urge educators to embrace teaching strategies that are both creative and successful, with an emphasis on student-centered approaches that accommodate to a variety of learning styles and requirements. In addition to this, transformational leaders encourage and facilitate chances for professional development for educators, provide those educators with the instruments, resources, and materials they need to improve their teaching abilities. They make it possible for instructors to give high-quality education that enhances the learning outcomes of their learners by cultivating a culture of continuous learning and growth.

The provision of adequate supervision is an essential element of transformative leadership in the educational setting. Transformational leaders participate in active observation and give feedback to teachers in order to promote the teachers' continued growth and development as professionals. They do routine observations in the classroom, participate in reflective conversations with the instructors, and provide constructive comments in order to enhance the ways in which education is delivered. Transformational leaders guarantee that instruction is in line with the mission and values of the institution they serve by playing an active role in

the supervision of others. In addition, they provide the essential assistance and direction to teachers, assisting them in addressing any issues that may arise in the classrooms in which they are working. Transformational leaders make significant contributions to the overall enhancement of teaching quality as well as the academic success of learners by exercising effective oversight.

In conclusion, transformational leadership has a substantial influence on the ways in which schools manage their resources, enforce discipline, make use of learning and teaching opportunities, and supervise learners. Inspiring and motivating teachers and staff to make the most of available resources, promoting a culture of discipline and respect, creating learning environments that are engaging and student-centered, and providing effective supervision and support to instructors are two of the primary responsibilities of transformational leaders. Head-teachers have the ability to make a significant contribution to the overall performance of their schools as well as the academic accomplishment of their learners if they adopt the tenets of transformational leadership. Transformational leaders have the ability to create a positive influence in the educational experiences and results of learners because of their vision, their ability to inspire others, and their dedication to excelling in their field.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

This chapter deals with research design, area of study, research variables, population size, validity of the instrument, reliability of the instrument, development of the research instrument, administration of the instrument, and data analysis.

3.1 Research Methodology

The sector of education has recently seen a rise in the popularity of transformational leadership as a prominent type of leadership. It is defined by leaders who inspire and drive their people to do extraordinary things for the organization. It has been established that transformational leadership has a good influence on the use of resources, the maintenance of discipline, the usage of learning and teaching, and supervision in the setting of educational institutions.

The capacity to make efficient use of available resources is one of the most important components of transformative leadership. Leaders who can effect transformation are aware of the need of effectively allocating resources and making certain that those resources are used to their utmost capacity. They encourage teachers and staff to make the most of the resources that are available to them and foster a culture of accountability and responsibility among the teaching staff and staff members. This not only comprises material resources like textbooks, equipment, and facilities, but also people resources like instructors who are both competent and motivated to do their jobs. Teachers are able to provide high-quality teaching and create an environment that is favorable to learning when transformational leaders cultivate an atmosphere of resourcefulness and creativity in the classroom.

Transformational leadership has an impact on a number of crucial aspects, one of which is discipline. Leaders who transform their organizations establish rigorous standards for student conduct and cultivate an environment that is supportive and courteous. They devise rules and processes that are easily understood by learners, ensure that those rules and procedures are consistently enforced, and effectively convey those rules and procedures to learners. Transformational leaders contribute to a secure and orderly learning environment that allows kids to flourish academically by fostering a culture of discipline within the organization they oversee. They also provide assistance and direction to instructors in the area of regulating the conduct of learners, assisting the teachers in the development of tactics that are beneficial in the classroom.



The usage of learning and teaching is one of the areas in which transformational leaders thrive. They place a strong emphasis on fostering an atmosphere of cooperative and interesting learning in which both instructors and learners may thrive. They urge educators to embrace teaching strategies that are both creative and successful, with an emphasis on student-centered approaches that accommodate to a variety of learning styles and requirements. In addition to this, transformational leaders encourage and facilitate chances for professional development for educators, provide those educators with the instruments, resources, and materials they need to improve their teaching abilities. They make it possible for instructors to give high-quality education that enhances the learning outcomes of their learners by cultivating a culture of continuous learning and growth.

The provision of adequate supervision is an essential element of transformative leadership in the educational setting. Transformational leaders participate in active observation and give feedback to teachers in order to promote the teachers' continued growth and development as professionals. They do routine observations in the classroom, participate in reflective conversations with the instructors, and provide constructive comments in order to enhance the ways in which education is delivered. Transformational leaders guarantee that instruction is in line with the mission and values of the institution they serve by playing an active role in the supervision of others. In addition, they provide the essential assistance and direction to teachers, assisting them in addressing any issues that may arise in the classrooms in which they are working. Transformational leaders make significant contributions to the overall enhancement of teaching quality as well as the academic success of learners by exercising effective oversight.



In conclusion, transformational leadership has a substantial influence on the ways in which schools manage their resources, enforce discipline, make use of learning and teaching opportunities, and supervise learners. Inspiring and motivating teachers and staff to make the most of available resources, promoting a culture of discipline and respect, creating learning environments that are engaging and student-centered, and providing effective supervision and support to instructors are two of the primary responsibilities of transformational leaders. Head-teachers have the ability to make a significant contribution to the overall performance of their schools as well as the academic accomplishment of their learners if they adopt the tenets of transformational leadership. Transformational leaders have the ability to create a positive influence in the educational experiences and results of learners because of their vision, their ability to inspire others, and their dedication to excelling in their field.

3.2 Research Design

The term "concurrent triangulation design" refers to a methodology for doing research in which quantitative and qualitative data are gathered and processed at the same time. During the interpretation phase of this approach, the researcher gives both kinds of data the same amount of consideration, weight, and relevance, and combines them together. Triangulating information from a variety of different sources has been done with the intention of achieving the goal of providing a more in-depth comprehension of the study subject.

The researcher used a contemporaneous triangulation approach for the study, which included gathering quantitative data via questionnaires and qualitative data through interviews at the same time. Both sets of data were gathered and processed within the same period of time, which enabled a comparison of the results and their incorporation into the whole. For the study of the quantitative data, the researcher may have relied on statistical methods, while for the analysis of the qualitative data, he or she may have utilized theme analysis or content analysis.

The researcher was able to get a more in-depth comprehension of the study topic after bringing together the distinct findings that were obtained from the quantitative and qualitative analyses that took place during the interpretation phase. Through the process of combining the results, the researcher was able to recognize patterns, relationships, and contradictions that formed from the two different kinds of data. The combination of quantitative and qualitative data allowed for the development of a more in-depth and nuanced knowledge of the effect that the administrative abilities of administrators have on the academic success of their learners.

In order to improve the study's overall validity and reliability, the concurrent triangulation design enables for the strengths of both quantitative and qualitative methodologies to be exploited. This allows for the concurrent triangulation design to allow for the use of concurrent triangulation. It captures not just numerical data but also the viewpoints and experiences of the people who took part in the study, so it offers a more comprehensive picture of the subject under investigation. The researcher will be able to acquire a more comprehensive and strong grasp of the study topic and develop valuable insights for both theory and practice if they combine these two different forms of data.

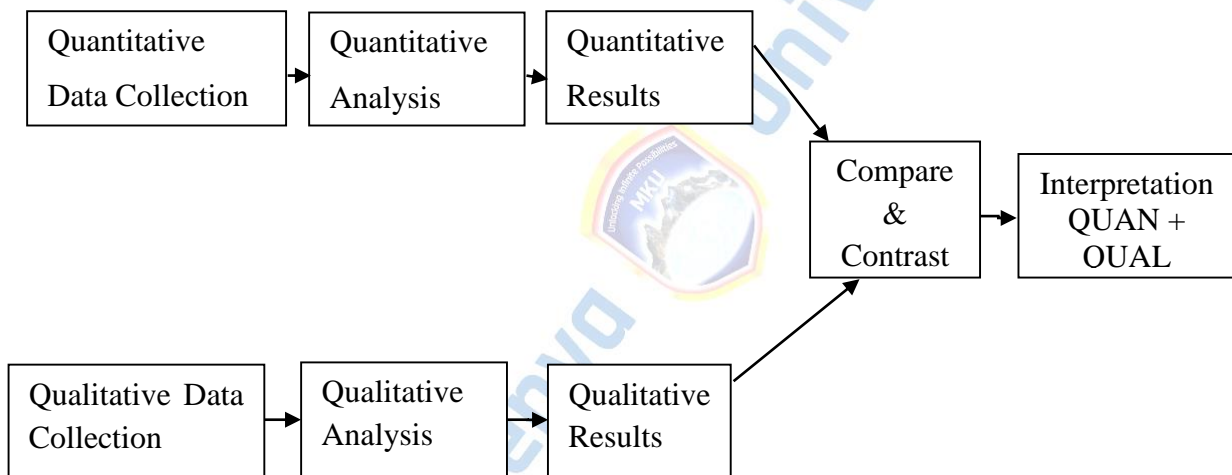


Figure 2: Research Design.

Source: Adopted from Creswell

3.3 Area of Study

This study was carried out in public primary schools in Nyamira North Sub-County of Nyamira County. The sub county is densely populated and has many cadres of people. The Sub County has 33 public primary schools comprising of 2 girls' boarding schools, 2 boys' boarding schools, 11 mixed day and boarding schools and 18 mixed day schools.

3.4 Target Population

Target population for the study will be 11,932 composed of 33 head teachers, 33 deputy head teachers, 95 heads of departments 296 teachers and 11,451 learners from 33 primary schools in Nyamira North Sub-County.



Table 2: Target population

Strata	Number
Head teachers	33
Deputy Head teachers	33
Heads of Departments	95
Teachers	320
Learners	11,451
Total	11,932

Source: Sub County Education TSC Office, Nyamira North Sub-County (2023)

3.5 Sample Size and Sampling Procedure

3.5.1 Sample Size

The sample size for this study were 701 respondents comprising of 30 head teachers, 30 deputy head teachers, 78 heads of departments, 178 assistant teachers and 386 learners from the 30 sampled public primary schools in Nyamira North Sub-County.

Slovin's formula (Cochran 1977) given below were used to determine the sample size from the total population.

Slovin's formula:

$$n = \frac{N}{1 + Ne^2} \text{ where,}$$

n=number of sample

N=Total population

e=Margin of error (0.05)

i: Head teachers

$$n=N/(1+Ne^2)$$

$$N=33$$

$$n=33/(1+33 \times 0.05^2)$$

$$n=33/1.0825$$

$$n=30 \text{ head teachers}$$

ii: Deputy Head-teachers

$$n=N/(1+Ne^2)$$

$$N=33$$

$$n=33/(1+33 \times 0.05^2)$$

$$n=33/1.0825$$

$$n=30 \text{ Deputy Head teachers}$$

iii: Heads of departments

$$n=N/(1+Ne^2)$$

$$N=95$$

$$n=95/(1+95 \times 0.05^2)$$

$$n=95/1.2375$$

$$=78 \text{ HODS}$$

iv: Teachers

$$n=N/(1+Ne^2)$$

$$N=320$$

$$n=320/(1+320 \times 0.05^2)$$

$$n=320/1.8$$

$$n=178 \text{ teachers}$$

v: Learners

$$n=N/ (1+Ne^2)$$

$$N=11,451$$

$$n=11451/(1+11451 \times 0.05^2)$$

$$n=11451/29.6275$$

$$n=386 \text{ learners}$$

Table 3: Sample size

Strata	Number
Head teachers	30
Deputy Head teachers	30
Heads of Departments	78
Teachers	178
Learners	386
Total	701

Source: Sub county Education and TSC Office Nyamira North Sub County (2023)

3.5.2 Sampling Procedure

The sample schools will be selected using simple random probability sampling technique. The schools will be assigned numbers from 1 to 33 and 30 numbers will be chosen out of the 33. The 30 numbers will represent the head teachers and deputy head teachers of the schools. Heads of department will be chosen from each of the selected schools. There are 6 extra-county schools each providing 4 HODs to make a sub-total of 24. There are 27 county and

sub county schools each providing 2 HODs making a sub-total of 54 HODs. These HODs will be randomly selected from the schools. The researcher will randomly select 6 teachers from each of the schools and 13 learners from each of the schools. The teachers will be selected from the department of Mathematics, languages, humanities, technical, science and games. Three learners will be chosen from each of the forms 1-4 and two learners from games department.

3.6 Research Instruments

The main research instruments that were used in this study were a questionnaire and an interview schedule. Questionnaires were administered to deputy head teachers, heads of departments, teachers and learners. Both open and close ended questionnaire were used. Questionnaires were preferred because they are easy to administer and are cost time effective.

3.6.1 Questionnaires for teachers

The use of questionnaires in the study is a practical and efficient way to collect data from a large sample of participants, which in this case includes teachers and head teachers. Questionnaires consist of a set of questions that are structured and ordered in a specific manner. The researcher designed both closed-ended and open-ended questions to capture a range of information related to the research objectives, research questions, and hypotheses.

The decision to use questionnaires is influenced by several factors. First, questionnaires are cost-effective, especially when dealing with a large and geographically dispersed population. Compared to other data collection methods such as interviews or observations, administering questionnaires is relatively less time-consuming and resource-intensive.

Second, questionnaires provide a standardized approach to data collection, reducing the potential for bias. The questions are designed in advance and presented in the same format to all participants, ensuring consistency and comparability of responses. This helps to maintain the objectivity of the study and ensures that each participant is given an equal opportunity to provide their perspectives.

Third, questionnaires allow respondents to carefully consider their answers and provide well-thought-out responses. Unlike other methods that involve immediate interactions or observations, questionnaires provide participants with the time and space to reflect on their experiences, opinions, and knowledge before responding. This can result in more accurate and thoughtful answers, contributing to the overall reliability of the data.

Lastly, questionnaires enable the researcher to collect data from a large sample size. By reaching a larger number of participants, the study can obtain a more representative and diverse set of perspectives. This enhances the generalizability of the findings and increases the dependability and reliability of the results.

Overall, the use of questionnaires in the study allows for efficient data collection, standardization of responses, thoughtful participant engagement, and inclusion of a large sample size. These factors contribute to the rigor and credibility of the study, helping to address the research objectives and provide valuable insights into the influence of head-teachers' administrative skills on academic performance.

3.6.2 Interview Schedule

The use of questionnaires in the study is a practical and efficient way to collect data from a large sample of participants, which in this case includes teachers and head teachers. Questionnaires consist of a set of questions that are structured and ordered in a specific manner. The researcher designed both closed-ended and open-ended questions to capture a range of information related to the research objectives, research questions, and hypotheses.

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3.7 Piloting of research instruments

The use of questionnaires in the study is a practical and efficient way to collect data from a large sample of participants, which in this case includes teachers and head teachers. Questionnaires consist of a set of questions that are structured and ordered in a specific manner. The researcher designed both closed-ended and open-ended questions to capture a range of information related to the research objectives, research questions, and hypotheses.

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3.7.1 Validity of Research Instruments

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3.8.2 Reliability of the Research Instruments

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Equation

$$r_s = 1 - \frac{6 \sum D^2}{N^3 - N}$$

r_s= Spearman rank correlation
D= the difference between the ranks of corresponding variables
N= number of observations

3.9 Data Collection Procedure

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3.10 Data Analysis procedure

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3.11 Ethical Considerations

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CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter focused on the presentation of data collected from the field and interpretation of the results thereof. Data analysis was done in accordance with the objectives of the study which were determining the influence of head-teachers' resource utilization skills on academic performance, establish the influence of head-teachers' disciplinary skills on academic performance, establish the influence of head-teachers' learning-teaching utilizations skills on academic performance, and to establish the influence of head-teachers' supervisory skills on KCPE performance in public primary schools in Nyamira North sub county.

4.1 Response rate

The use of questionnaires in the study is a practical and efficient way to collect data from a large sample of participants, which in this case includes teachers and head teachers. Questionnaires consist of a set of questions that are structured and ordered in a specific manner. The researcher designed both closed-ended and open-ended questions to capture a range of information related to the research objectives, research questions, and hypotheses.

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Table 4: Response rate

Sample Size		Participants		Non-participants		Response Rate	
Frequency	%	Frequency	%	Frequency	%	Frequency	%
701	100	618	92.16	83	7.84	618	92.16

Source: The researcher, 2023

4.2 Demographic factors

Demographic data was categorized into two areas namely: gender and class/form.

4.2.1 Gender

The findings obtained were shown in the table below.

Table 5: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	314	50.8	50.8	50.8
	Female	304	49.2	49.2	100.0
	Total	618	100.0	100.0	

Source: The researcher, 2023

From the table above, 50.8% of the respondents were male. 49.2% of the respondents were female. Majority of the respondents were male.

4.2.2 Class/form

The findings obtained were shown in the table below.

Table 6: Class/Form

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Form 1	64	10.4	10.4	10.4
	Form 2	128	20.7	20.7	31.1
	Form 3	276	44.7	44.7	75.7
	Form 4	150	24.3	24.3	100.0
	Total	618	100.0	100.0	

Source: The researcher, 2023

From the table above, 10.4% of the respondents were in form 1. 20.7% of the respondents were in Form 2. 44.7% of the respondents were in Form 3. 24.4% of the respondents were in Form 4. Majority of the respondents were in Form 3.

4.3 To determine the influence of head-teachers' resource utilization skills on KCPE performance in public primary schools in Nyamira sub-county.

4.3.1 Descriptive statistics

Qualitative analysis was used on the data obtained. the findings were presented in the sections that follow.

4.3.1.1 The head-teacher provides resources for the professional development of teachers.

The findings obtained were shown in the table below.

Table 7: Head-teacher provides resources for the professional development of teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	112	18.1	18.1	18.1
	Disagree	176	28.5	28.5	46.6
	Agree	120	19.4	19.4	66.0
	Strongly Agree	210	34.0	34.0	100.0
	Total	618	100.0	100.0	

Source: The researcher, 2023

4.3.1.2 The school has enough teachers.

The findings obtained were shown in the table below.

Table 8: The school has enough teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	90	14.6	14.6	14.6
	Disagree	265	42.9	42.9	57.5
	Agree	188	30.4	30.4	87.9
	Strongly Agree	75	12.1	12.1	100.0
	Total	618	100.0	100.0	

Source: The researcher, 2023

From the table above, 57.4% of the respondents disagreed that the school has enough teachers. 42.6% of the respondents agreed that the school has enough teachers. Majority of the respondents agreed that the school has enough teachers. According to Afolabi (2011), teacher adequacy can be determined through the student teacher ratio which is the number of learners assigned to teachers for teaching. Schools are supposed to have sufficient number of teachers as a way to ensure that teachers are not overloaded and that they can efficiently distribute their time to the learners during a lesson. Additionally, when dealing with assignments, they will be able to go through the jobs with ease and without being rushed.

4.3.1.3 The school has well-equipped facilities like labs, library and ICT accessories.

The findings obtained were shown in the table below.

Table 9: The school has well-equipped facilities like labs, library and ICT accessories

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	105	17.0	17.0	17.0
	Disagree	203	32.8	32.8	49.8
	Undecided	154	24.9	24.9	74.8
	Agree	156	25.2	25.2	100.0
	Total	618	100.0	100.0	

Source: The researcher, 2023

4.3.1.4 The school has adequate teaching and learning resources.

The findings obtained were shown in the table below.

Table 10: School has adequate teaching and learning resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	156	25.2	25.2	25.2
	Disagree	267	43.2	43.2	68.4
	Undecided	75	12.2	12.2	80.6
	Agree	120	19.4	19.4	100.0
	Total	618	100.0	100.0	

Source: The researcher, 2023

4.3.2 Inferential statistics

Further qualitative analysis was used on the data obtained. The techniques used were correlation and linear regression.

4.3.2.1 Correlation

The findings obtained were shown in the table below.

Table 11: Correlation for objective 1

		Head- teacher provides resources for the professio nal developm ent of teachers	The school has enough teachers	The school has well- equipped facilities	School has adequate teaching and learning resources
Head-teacher provides resources for the professional development of teachers	Pearson Correlation Sig. (2-tailed) N	1 .014 618	.014 .728 618	-.246** .000 618	.653** .000 618
The school has enough teachers	Pearson Correlation Sig. (2-tailed) N	.014 .728 618	1 .000 618	.414** .000 618	-.224** .000 618
The school has well-equipped facilities	Pearson Correlation Sig. (2-tailed) N	-.246** .000 618	.414** .000 618	1 .000 618	-.524** .000 618
School has adequate teaching and learning resources	Pearson Correlation Sig. (2-tailed) N	.653** .000 618	-.224** .000 618	-.524** .000 618	1 .000 618

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

Source: The researcher, 2023

From the table above, there were two major correlations whose concurrent implementation would have positively impacted the KCPE performance of primary schools in Nyamira North sub-county.

- Ensuring that head-teachers provided resources for the professional development of teachers and making sure that schools have adequate teaching and learning resources. This had a correlation coefficient of .653**.
- Ensuring schools have enough teachers and making sure that schools have well-equipped facilities. This had a correlation coefficient of .414**.



4.3.2.2 Linear regression

The findings obtained were shown in the table below.

Table 12: Linear regression for objective 1

Model		Unstandardized		Standardized		
		B	Std. Error	Coefficients	t	Sig.
1	(Constant)	1.672	.125		13.382	.000
	Head-teacher provides resources for the professional development of teachers	.237	.021	.480	11.136	.000
	The school has enough teachers	.209	.021	.356	10.024	.000
	The school has well-equipped facilities like labs, library and ICT accessories	-.360	.030	-.480	-11.984	.000
	School has adequate teaching and learning resources	-.192	.037	-.256	-5.261	.000

a. Dependent Variable: KCPE performance DV

Source: The researcher, 2023

From the table above, all the independent variables were significant predictors of improving academic performance. Their significance levels were .0005 which meant that there was at least a 95% confidence level that they will improve the KCPE performance of primary schools in Nyamira North sub-county. The constant variable was also a significant predictor of improving performance.

4.3.3 Qualitative responses from interviews

One of the interviewed head-teachers stated the following:

“School activities cannot be conducted without the existence of financial resources. Money is needed to building schools, purchase equipment, pay supporting staff among other functions. At times, the resources may be scarce which forces head-teachers to prioritize on the primary things. Deciding on what to purchase and what to postpone is more than trade-off. The responsibility of deciding to choose what to take and leave out is too tasking. The government must set aside a dedicated budget that backups up the initiative of free secondary education, increased enrolment and scalability of schools. Otherwise, schools will continue to suffer and there will be no room for positive academic performance.”

4.3.4 Mixing and interpretation of data

Managing a school is a collaborative effort and the head-teacher cannot accomplish it on their own without the help of their teaching and supporting staff. In improving academic performance, it was important for the head-teacher to ensure that the teachers and knowledgeable in both their careers and capacity building to ensure that they can aid in the overall achievement of increased academic performance. Schools are supposed to have sufficient number of teachers as a way to ensure that teachers are not overloaded and that they can efficiently distribute their time to the learners during a lesson. Additionally, when dealing with assignments, they will be able to go through the jobs with ease and without being rushed. From the findings, it was evident that facilities and accessories were fundamental in the process of learning due to the utility value derived from them in aiding and enhancing the learning process. Teaching and learning resources are the requirements that are needed by teachers and learners to cover the curriculum of every class. Lack of these commodities hindered the progression of the completing the curriculum thus leading to low academic achievement.

4.4 To establish the influence of head-teachers' disciplinary skills on KCPE performance in public primary schools in Nyamira sub-county.

4.4.1 Descriptive statistics

Qualitative analysis was used on the data obtained. the findings were presented in the sections that follow.

4.4.1.1 School rules are provided to learners which are adhered to and action is taken to any student who breaks them.

The findings obtained were shown in the table below.

Table 13: School rules are provided to learners which are adhered to and action is taken to any student who breaks them.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	225	36.4	36.4	36.4
	Strongly Agree	393	63.6	63.6	100.0
	Total	618	100.0	100.0	

Source: The researcher, 2023

From the table above, all the respondents agreed that school rules are provided to learners which are adhered to and action is taken to any student who breaks them. According to Adams (2013), rules must be set and their consequences must be specified if their broken. Additionally, communication needs to be made to learners, staff and parents through assemblies and parent meetings. From the findings, it was important for learners for follow rules to ensure that they are meetings. From the findings above, it was important for the head-teacher will closely monitor learners' behavior to ensure that they will obey the rules and punished accordingly if they are not followed.

4.4.1.2 The head-teacher is a role model to learners and maintains high standards that lead to a high level of discipline.

The findings obtained were presented in the table below.

Table 14: The head-teacher is a role model to learners and maintains high standards that lead to a high level of discipline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	272	44.0	44.0	44.0
	Agree	196	31.7	31.7	75.7
	Strongly Agree	150	24.3	24.3	100.0
Total		618	100.0	100.0	

Source: The researcher, 2023

From the table above, 44% of the respondents disagreed that the head-teacher is a role model to learners and maintains high standards that lead to a high level of discipline. 56% of the respondents agreed that the head-teacher is a role model to learners and maintains high standards that lead to a high level of discipline. Majority of the respondents agreed that the head-teacher is a role model to learners and maintains high standards that lead to a high level of discipline. According to Leithwood (2013), head-teachers should be role models to learners, displaying and demonstrating high standards in decision making thus maintaining a high level of discipline in the school for effective performance of both teachers and learners. It was important for teachers and the head-teacher to be performance of both teachers and learners. It was important for teachers and the head-teacher to be strict in enforcing discipline because it was a moral that had to be set and ensuring that a student could not hinder the progression of others due to bad behavior. Additionally, discipline is a trait that was essential to the learners long after completing high school.

4.4.1.3 Problem solving session are regularly held between teachers and learners.

The findings obtained were shown in the table below.

Table 15: Problem solving sessions are held regularly between teachers, learners and the head-teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	252	40.8	40.8	40.8
	Agree	216	35.0	35.0	75.8

Strongly Agree	150	24.2	24.2	100.0
Total	618	100.0	100.0	

Source: The researcher, 2023

From the table above, 40.8% of the respondents disagreed that problem solving sessions are regularly held between teachers, learners and the head-teacher. 59.2% of the respondents agreed that problem solving sessions are regularly held between teachers, learners and the head-teacher. Majority of the respondents agreed that problem solving sessions are regularly held between teachers, learners and the head-teacher. According to Khewu (2012), head-teachers have an impact in schools and their participation leads to positive outcomes. In a learning institution, there are challenges that face all the parties involved. Since the learners are the key stakeholders, it is important to ensure that they are well taken care of and teachers should also be considered to ensure the smooth running of the school, creating a positive vibe that will ultimately motivate learners to take their studies seriously thus improving academic performance.

4.4.1.4 There is high academic achievement which has resulted from student's being self-disciplined, motivated and focused.

The findings obtained were shown in the table below.

Table 16: There is high academic achievement which has resulted from learners' self-discipline, motivation and focus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	45	7.3	7.3	7.3
	Undecided	15	2.4	2.4	9.7
	Agree	286	46.3	46.3	56.0
	Strongly Agree	272	44.0	44.0	100.0
	Total	618	100.0	100.0	

Source: The researcher, 2023

From the table above, 7.3% of the respondents agreed that there is high academic achievement which has resulted from learners' self-discipline, motivation and focus. 2.4% of the respondents were undecided on whether there is high academic achievement which has resulted from learners' self-discipline, motivation and focus. 90.3% of the respondents agreed that there is high academic achievement which has resulted from learners' self-discipline, motivation and focus. Majority of the respondents agreed that there is high academic achievement which has resulted from learners' self-discipline, motivation and focus. According to Gorton et al (2010), the best academic results could be achieved by vigilantly reminding learners about discipline in the school and monitoring to ensure that they comply with them. From the findings, it was noted that discipline was an to ensure they comply with them. From the findings, it was noted that integral contributor to good academic performance. It not only molded learners to cope with the school environment, it also helped shape their characters so that they could cope with life after high school.

4.4.2 Inferential statistics

Further qualitative analysis was used on the data obtained. The techniques used were correlation and linear regression.

4.4.2.1 Correlation

The findings obtained were shown in the table below.

Table 17: Correlation for Objective 2

		School rules are provided to learners to be adhered to action is taken to any student who breaks them	The head-teacher is a role model to learners and maintains high standards that lead to high level of discipline	Problem solving		
	Pearson Correlation	1	-.781**	-.754**	.675**	
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	618	618	618	618	
	Pearson Correlation	-.781**	1	.647**	-.771**	
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	618	618	618	618	
	Pearson Correlation	-.754**	.647**	1	-.498**	

sessions are help	Correlation				
regularly between	Sig. (2-tailed)	.000	.000		.000
teachers, learners	N	618	618	618	618
and the head-					
teacher					
There is high	Pearson	.675**	-.771**	-.498**	1
academic	Correlation				
achievement	Sig. (2-tailed)	.000	.000	.000	
which has resulted	N	618	618	618	618
from learners' self-					
discipline,					
motivation and					
focus					
**. Correlation is significant at the 0.01 level (2-tailed).					

Source: The researcher, 2023

From the table above, there were two major correlations whose concurrent implementation would have positively impact the KCPE performance of primary schools in Nyamira North sub-county. they were:

- Ensuring that there are rules to be followed and consequences set for any student who does not abide by them and making sure learners are motivated, have self-discipline and focused. This had correlation coefficient of .675**.
- The head-teacher being a positive role model to learners and having regular problem solving sessions that involve the head-teacher, teachers and learners. this had a correlation coefficient of .647**.

4.4.2.2 Linear regression

The findings obtained were shown in the table below.

Table 18: Linear regression for objective 2

Model		Unstandardized		Standardized		
		B	Std. Error	Coefficients	t	Sig.
1	(Constant)	7.972	.512		15.584	.000
	School rules are provided to learners to be adhered to and action is taken to any student who breaks them	-.375	.085	-.230	-4.391	.000
	The head-teacher is a role model to learners and maintains high standards that lead to high level of discipline	-.120	.032	-.194	-3.712	.000
	Problem solving sessions are help regularly between teachers, learners and the head-teacher	-.216	.027	-.344	-8.130	.000
	There is high academic achievement which has resulted from learners' self-discipline, motivation	-.803	.042	-.848	-19.324	.475

and focus

a. Dependent Variable: KCPE performance DV

Source: the researcher, 2023

From the table above, apart from high achievement as a result of self-discipline, motivation and focus, all other independent were significant predictors of improving the academic performance. Their significance level was .0005 which meant that there was at least a 95% confidence level that the KCPE performance of primary schools in Nyamira sub county will improve. The constant variable was also a significant predictor of improving performance.

4.4.3 Qualitative responses from interviews

One of the interviewees asserted the following:

“Focus and motivation are the main factors that ultimately lead to great academic performance. However, they are also dependent on consistency which is attributed by self-discipline. Head-teachers and teachers must create a culture in schools to ensure that certain protocols are followed and ensuring that learners are adhere to them. This the best way to enforce discipline.”

4.4.4 Mixing and interpretation of data

From the findings above, it was important for the head-teacher will closely monitor learners' behavior to ensure that they will obey the rules and punished accordingly if they are not followed. It was important for teachers and the head-teacher to be strict in enforcing discipline because it was a moral that had to be set and ensuring that a student could not hinder the progression of others due to bad behavior. Additionally, discipline is a trait that was essential to the learners long after completing high school. Since the learners are the key stakeholders, it is important to ensure that they are well taken care of and teachers should also be considered to ensure the smooth running of the school, creating a positive vibe that will ultimately motivate learners to take their studies seriously thus improving academic

performance. From the findings, it was noted that integral contributor to good academic performance. It not only molded learners to cope with the school environment, it also helped shape their characters so that they could cope with life after high school.

4.5 To establish the influence of head-teachers’ learning-teaching utilization skills on KCPE performance in public primary schools in Nyamira sub-county.

4.5.1 Descriptive statistics

Qualitative analysis was used on the data obtained. the findings were presented in the sections that follow.

4.5.1.1 The teacher employs more than one teaching approach that triggers learners, improves their thinking leading to improved academic performance.

The findings obtained were shown in the table below.

Table 19: Teachers employ more than one teaching approach

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	120	19.4	19.4	19.4
	Disagree	240	38.8	38.8	58.3
	Undecided	105	17.0	17.0	75.2
	Agree	153	24.8	24.8	100.0
	Total	618	100.0	100.0	

Source: The researcher, 2023

From the table above, 53.2% of the respondents disagreed that teachers employ more than one teaching approach. 17% of the respondents were undecided on whether teachers employ more than one teaching approach. 24.8% of the respondents agreed that teachers employ more than one teaching approach. Majority of the respondents disagreed that teachers employ more than one teaching approach. According Melisa (2010), an effective teacher is one that uses more than one teaching approach by stating, explaining and demonstrating. Based on the findings, the respondents were opposed to the idea of being taught using a method that is

more or less of lecturing. It was also key to note that student preferred a discussion mode of teaching to basic stating and explanations.

4.5.1.2 Discussions are utilized during lessons.

The findings obtained were shown in the table below.

Table 20: Discussions are utilized during lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	150	24.3	24.3	24.3
	Undecided	90	14.6	14.6	38.9
	Agree	208	33.7	33.7	72.5
	Strongly Agree	170	27.5	27.5	100.0
Total		618	100.0	100.0	

Source: The researcher, 2023

From the table above, 24.3% of the respondents disagreed that discussions are utilized during lessons. 14.6% of the respondents were undecided on whether discussions were utilized during lessons. 61.2% of the respondents agreed that discussions are utilized during lessons. Majority of the respondents agreed that discussions are utilized during lessons. Walmsy (2010) asserted that group learning enabled learners to learn on their own and from others which enabled them to perform highly in academic performance. The utilization of discussions formalizes the learning process. Instead of looking at learning from very strict angle, group learning makes it more conversational which enhances the learning process thus improving academic performance.

4.5.1.3 The head-teacher encourages and motivates teachers to carry out effective supervision on learners during lessons.

The findings obtained were shown in the table below.

Table 21: Head-teacher encourages teachers to conduct effective supervision on learners during lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	206	33.3	33.3	33.3
	Agree	412	66.7	66.7	100.0
	Total	618	100.0	100.0	

Source: The researcher, 2023

From the table above, 33.3% of the respondents disagreed that the head-teacher encourages teachers to conduct effective supervision on learners during lessons. 66.7% of the respondents agreed that the head-teacher encourages teachers to conduct effective supervision on learners during lessons. Majority of the respondents agreed that the head-teacher encourages teachers to conduct effective supervision on learners during lessons. Ibukun (2010) stated that as part of the chores involved in a lesson, effective leadership and supervision, motivation, class control and discipline are virtues that must be upheld by teachers in secondary schools. Teachers should close monitor learners' activities in the classroom. At times, a student may lag behind others in learning and it's the teachers' responsibility to ensure everyone is at per in grasping the taught content.

4.5.1.4 As a way to improve the teaching learning process and overall academic performance, the head-teacher encourages teachers to participate in decision making.

The findings obtained were shown in the table below.

Table 22: The head-teacher encourages teachers to participate in decision making

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	289	46.8	46.8	46.8
	Agree	329	53.2	53.2	100.0
	Total	618	100.0	100.0	

Source: The researcher, 2023

From the table above, 46.8% of the respondents disagreed that the head-teacher encourages teachers to participate in decision making. 53.2% of the respondents agreed that the head-teacher encourages teachers to participate in decision making. Majority of the respondents agreed that the head-teacher encourages teachers to participate in decision making. As a way of satisfying teachers' needs, it is prudent to ensure that teachers are involved in decision making and understand their desires (Ijaiya, 2010). From the findings it was important to note that teachers are the people who understands in the best manner. They interact with them on the regular, they understand their learning habits and most of all they know their strengths and weaknesses. Therefore, they must be included in all activities that entail decisions to be made about these learners.

4.5.2 Inferential statistics

Further qualitative analysis was used on the data obtained. The techniques used were correlation and linear regression.

4.5.2.1 Correlation

The findings obtained were shown in the table below.

Table 23: Correlation for objective 3

			Teachers employ more than one teaching approach	Discussions are utilized during lessons	Head-teacher encourages teachers to conduct effective supervision on learners during lessons	The head-teacher encourages teachers to encourage effective teachers to participate in decision making
Teachers employ more than one teaching approach	Pearson Correlation	1	.351**	.410**	-.792**	
	Sig. (2-tailed)		.000	.000	.000	
	N	618	618	618	618	
Discussions are utilized during lessons	Pearson Correlation	.351**	1	-.132**	.038	
	Sig. (2-tailed)	.000		.001	.348	
	N	618	618	618	618	
Head-teacher encourages teachers to conduct effective supervision on learners during lessons	Pearson Correlation	.410**	-.132**	1	-.663**	
	Sig. (2-tailed)	.000	.001		.000	
	N	618	618	618	618	
The head-teacher encourages teachers to encourage effective teachers to participate in decision making	Pearson Correlation	-.792**	.038	-.663**	1	

		Correlation				
encourages		Sig. (2-tailed)	.000	.348	.000	
teachers	to	N	618	618	618	618
participate	in					
decision making						

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

Source: The researcher, 2023

From the table above, there were two key correlations whose concurrent implementation would have positively impacted the KCPE performance of primary schools in Nyamira North sub-county. They are:

- Head-teachers encouraging and motivating teacher to carry out effective supervision on learners during lessons and ensuring that teachers use more than one teaching approach. This had a correlation coefficient of .410**.
- Ensuring that discussions are utilized during lessons and making sure that teachers use more than one teaching approach. This had a correlation coefficient of .351**.

4.5.2.2 Linear regression

The findings obtained were shown in the table below.

Table 24: Linear regression for objective 3

Model		Unstandardized		Standardized		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	.554	.165		3.355	.001
	R04 Head-teacher monitors lesson plans and teaching content as a means to enhance teachers' efficiency and improve academic performance	.363	.022	.464	16.737	.000
	R04 The head-teacher, deputy and HOD's conduct lesson observation and spot checks in classes	-.195	.027	-.208	-7.252	.000
	R04 There is a high level of interaction between the head-teacher and teachers thus leading to increased academic achievement	-.102	.020	-.154	-5.082	.501
	R04The head-teacher well aware of classroom activity as a result of direct supervision	.459	.016	.661	28.391	.000

a. Dependent Variable: KCPE performance DV

Source: The researcher, 2023

From the table above, apart from head-teachers not having a high level of interaction with teachers, all other independent were significant predictors of improving the academic performance. Their significance level was .0005 which meant that there was at least a 95% confidence level that the KCPE performance of primary schools in Nyamira sub county will improve. The constant variable was also a significant predictor of improving performance.

4.5.3 Qualitative responses from interviews

One of the interviewees stated the following:

“Though, head-teachers may not be directly instilling concepts, they must be involved in the learning process., they must ensure that the teaching approach used in explanatory and discussion based, they should push teachers to instruct using lesson plans, engage teachers in decision making and also find ways to motivate teachers themselves.”

4.5.4 Mixing and interpretation of data

Based on the findings, the respondents were opposed to the idea of being taught using a method that is more or less of lecturing. It was also key to note that student preferred a discussion mode of teaching to basic stating and explanations. The utilization of discussions formalizes the learning process. Instead of looking at learning from very strict angle, group learning makes it more conversational which enhances the learning process thus improving academic performance. Teachers should close monitor learners’ activities in the classroom. At times, a student may lag behind others in learning and it’s the teachers’ responsibility to ensure everyone is at par in grasping the taught content. From the findings it was important to note that teachers are the people who understand in the best manner. They interact with them on the regular, they understand their learning habits and most of all they know their strengths and weaknesses.

Therefore, they must be included in all activities that entail decisions to be made about these learners.

4.6 To establish the influence of head-teachers’ supervisory skills on KCPE performance in public primary schools in Nyamira sub-county.

4.6.1 Descriptive statistics

Qualitative analysis was used on the data obtained. The findings were presented in the sections that follow.

4.6.1.1. Head-teacher monitors lesson plans and teaching content as a means to enhance teachers’ efficiency and improve academic exams performance.

The findings obtained were shown in the table below.

Table 25: Head-teacher monitors lesson plans and teaching content as a means to enhance teachers' efficiency and improve academic performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	256	41.4	41.4	41.4
	Disagree	137	22.2	22.2	63.6
	Undecided	180	29.1	29.1	92.7
	Agree	45	7.3	7.3	100.0
	Total	618	100.0	100.0	

Source: The researcher, 2023

From the table above, 63.6% of the respondents disagreed that the head-teacher monitors lesson plans and teaching content as a means to enhance teachers’ efficiency and improve academic performance. 29.1% of the respondents were undecided on whether the head-teacher monitors lesson plans and teaching content as a means to enhance teachers’ efficiency and improve academic performance. 7.3% of the respondents agreed that the head-teacher monitors lesson plans and teaching content as a means to enhance teachers’ efficiency and improve academic performance. Majority of the respondents disagreed that the

head-teacher monitors lesson plans and teaching content as a means to enhance teachers' efficiency and improve academic performance. According to Khan (2009), the head-teacher as an instructional leader is the pivotal point within the school who affects the quality of individual teacher instruction, student KCPE performance and efficiency in school functioning. From the findings, it was noted that school heads within Nyamira North Sub County must be involved in the overall overseeing of all academic activities. Though teachers were experienced and seem to have it all under control in meeting academic standards, the head-teacher had to be involved to exactly know what going on in classes under their supervision.

4.6.1.2 The head-teacher, deputy head-teacher and HODs carry out lesson observation.

The findings obtained were shown in the table below.

Table 26: The head-teacher, deputy and HODs conduct lesson observation and spot checks in classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	262	42.4	42.4	42.4
	Undecided	176	28.5	28.5	70.9
	Agree	180	29.1	29.1	100.0
Total		618	100.0	100.0	

Source: The researcher, 2023

From the table above, 42.4% of the respondents disagreed that the head-teacher, deputy and HODs conducted lesson observation and spot checks in classes. 28.5% of the respondents were undecided on whether the head-teacher, deputy and HODs conducted lesson observation and spot checks in classes. 29.1% of the respondents agreed that the head-teacher, deputy and HODs conducted lesson observation and spot checks in classes. Majority of the respondents disagreed that the head-teacher, deputy and HODs conducted lesson observation and spot checks in classes. According to Gamage et al (2009), vigorous

supervision of teacher performance can only be achieved through daily visitations, private, conferences, prompt evaluations and provision of assistance. It was vital for the head-teachers to utilize their deputies and HODs in an effort to increase efficiency in the teaching and learning process. There had to be evaluations conducted, learners needed to be given quality assurance questionnaires to gauge their learning and level of satisfaction, and teachers must undergo various workshops to replenish their skills.

4.6.1.3 There is a high level of interaction between the head-teacher and the teachers thus leading to increased academic achievement.

The findings obtained were shown in the table below.

Table 27: There is a high level of interaction between the head-teacher and teachers thus leading to increased academic achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	195	31.6	31.6	31.6
	Undecided	60	9.7	9.7	41.3
	Agree	208	33.7	33.7	74.9
	Strongly Agree	155	25.1	25.1	100.0
Total		618	100.0	100.0	

Source: The researcher, 2023

4.6.1.4 The head-teacher is aware of what happens in classrooms by being the point person in the supervision.

The findings obtained were show in the table below.

Table 28: The head-teacher well aware of classroom activity as a result of direct supervision.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	105	17.0	17.0	17.0
	Disagree	144	23.3	23.3	40.3

Undecided	128	20.7	20.7	61.0
Agree	241	39.0	39.0	100.0
Total	618	100.0	100.0	

Source: The researcher, 2023

From the table above, 40.3% of the respondents disagreed that the head-teacher is well aware of what happens in the classroom by being the point person in the supervision. 23.3% of the respondents were undecided on whether the head-teacher is well aware of what happens in the classroom by being the point person in the supervision. 39% of the respondents agreed that the head-teacher is well aware of what happens in the classroom by being the point person in the supervision. Majority of the respondents disagreed that the head-teacher is well aware of what happens in the classroom by being the point person in the supervision. According to Castro (2014), the head-teacher should always have visual and written evidence about what happens in classrooms, how the curriculum is being followed and academic efforts taken by teachers to further their goals and objectives. Based on the findings, head-teachers had to engage themselves more into the student affairs. They could not achieve their goal of improving KCPE performance without ensuring that the learners' activities are going on smoothly and also the learners were motivated enough and confident to handle their part.

4.6.2 Inferential statistics

Further qualitative analysis was used on the data obtained. The techniques used were correlation and linear regression.

4.6.2.1 Correlation

The findings obtained were shown in the table below.

Table 29: Correlation for objective 4

			The head-teacher, deputy and HODs conduct lesson observations and teaching content	There is a high level of interaction between the head-teacher and teachers	The head-teacher well aware of classroom m activity as a result of direct supervisi on
Head-teacher monitors lesson plans and teaching content	Pearson Correlation Sig. (2-tailed) N	1 .508** .000 618	.508** .000 618	-.657** .000 618	-.071 .077 618
The head-teacher, deputy and HODs conduct lesson observation and spot checks in classes	Pearson Correlation Sig. (2-tailed) N	.508** .000 618	1 .000 618	-.567** .000 618	-.378** .000 618
There is a high level of interaction between the head-teacher and teachers	Pearson Correlation Sig. (2-tailed) N	-.657** .000 618	-.567** .000 618	1 .000 618	-.033 .414 618

The head-teacher well aware of classroom activity as a result of direct supervision	Pearson Correlation Sig. (2-tailed)	-.071	-.378**	-.033	1
	N	618	618	618	618

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

Source: The researcher, 2023

From the table above, there was one major correlation whose concurrent implementation would have positively impacted the KCPE performance of primary schools in Nyamira North sub-county. Head-teachers monitoring lesson plans and teaching content, and head-teachers working together with their deputies and HODs had a correlation coefficient of .508**.

4.6.2.2 Linear regression

The findings obtained were show in the table below.

Table 30: Linear regression for objective 4

Model		Unstandardized Coefficients		Standardized Coefficient	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.55	.165		3.355	.001
	Head-teacher monitors lesson plans and teaching content	.363	.022	.464	16.737	.000
	The head-teacher, deputy and HODs conduct lesson observation and spot	-.195	.027	-.208	-7.252	.000

checks in classes						
There is a high level of interaction between the head-teacher and teachers.	-.102	.020	-.154	-5.082	.000	
The head-teacher well aware of classroom activity as a result of direct supervision	.459	.016	.661	28.391	.000	

a. Dependent Variable: KCPE performance DV

Source: The researcher, 2023

From the table above, all the independent variables were significant predictors of improving academic performance. Their significance levels were .0005 which meant that there was at least a 95% confidence level that they will improve the KCPE performance of primary schools in Nyamira North sub-county. The constant variable was also a significant predictor of improving performance.

4.6.3 Qualitative responses from interviews

One of the interviewees stated the following:

“All eyes are always focused on the head-teacher when it comes to decisions, reporting relationships and approvals that must go through him. The same case applies when results are released by KNEC. Whether the performance is good or bad, people will be curious about the person. To ensure that they do not gain negative publicity, head-teachers should be immersed into the activities of learners and their staff. They must be aware of everything that is going on and ensure it is done accordingly. Supervision and guidance is vital for schools to succeed.”

4.6.4 Mixing and interpretation of data

From the findings, it was noted that school heads within Nyamira North sub county must be involved in the overall overseeing of all academic activities. Though teachers were

experienced and seem to have it all under control in meeting academic standards, the head-teacher had to be involved to exactly know what going on in classes under their supervision. It was vital for the head-teachers to utilize their deputies and HODs in an effort to increase efficiency in the teaching and learning process. There had to be evaluations conducted, learners needed to be given quality assurance questionnaires to gauge their learning and level of satisfaction, and teachers must undergo various workshops to replenish their skills. From the findings, it was noted that teachers from Nyamira North sub county primary school had good interactions with their head-teachers but it did not seem to benefit the learners and the schools in general. Much needed to be done especially in head-teachers' direct supervision and conducting spot checks with their deputies and HODs. Based on the findings, head-teachers had to engage themselves more into the student affairs. They could not achieve their goal of improving KCPE performance without ensuring that the learners' activities are going on smoothly and also the learners were motivated enough and confident to handle their part.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarized the findings of the study, drew conclusions from them and made recommendations.

5.2 Summary of findings

5.2.1 To determine the influence of head-teachers' resource utilization skills on KCPE performance in public primary schools in Nyamira sub-county.

Managing a school is a collaborative effort and the head-teacher cannot accomplish it on their own without the help of their teaching and supporting staff. In improving academic performance, it was important for the head-teacher to ensure that the teachers and knowledgeable in both their careers and capacity building to ensure that they can aid in the overall achievement of increased academic performance. Schools are supposed to have sufficient number of teachers as a way to ensure that teachers are not overloaded and that they can efficiently distribute their time to the learners during a lesson. Additionally, when dealing with assignments, they will be able to go through the jobs with ease and without being rushed. From the findings, it was evident that facilities and accessories were fundamental in the process of learning due to the utility value derived from them in aiding and enhancing the learning process. Teaching and learning resources are the requirements that are needed by teachers and learners to cover the curriculum of every class. Lack of these commodities hindered the progression of the completing the curriculum thus leading to low academic achievement.

5.2.2 To establish the influence of head-teachers' disciplinary skills on KCPE performance in public primary schools in Nyamira sub-county.

From the findings above, it was important for the head-teacher will closely monitor learners' behavior to ensure that they will obey the rules and punished accordingly if they are not followed. It was important for teachers and the head-teacher to be strict in enforcing discipline because it was a moral that had to be set and ensuring that a student could not hinder the progression of others due to bad behavior. Additionally, discipline is a trait that was essential to the learners long after completing high school. Since the learners are the key stakeholders, it is important to ensure that they are well taken care of and teachers should also be considered to ensure the smooth running of the school, creating a positive vibe that will ultimately motivate learners to take their studies seriously thus improving academic performance. From the findings, it was noted that integral contributor to good academic performance. It not only molded learners to cope with the school environment, it also helped shape their characters so that they could cope with life after high school.

5.2.3 To establish the influence of head-teachers' learning-teaching utilization skills on KCPE performance in public primary schools in Nyamira sub-county.

Based on the findings, the respondents were opposed to the idea of being taught using a method that is more or less of lecturing. It was also key to note that student preferred a discussion mode of teaching to basic stating and explanations. The utilization of discussions formalizes the learning process. Instead of looking at learning from very strict angle, group learning makes it more conversational which enhances the learning process thus improving academic performance. Teachers should close monitor learners' activities in the classroom. At times, a student may lag behind others in learning and it's the teachers' responsibility to ensure everyone is at par in grasping the taught content. From the findings it was important to note that teachers are the person who understands in the best manner. They interact with

them on the regular, they understand their learning habits and most of all they know their strengths and weaknesses. Therefore, they must be included in all activities that entail decisions to be made about these learners.

5.2.4 To establish the influence of head-teachers' supervisory skills on KCPE performance in public primary schools in Nyamira Sub-County.

From the findings, it was noted that school heads within Nyamira North Sub County must be involved in the overall overseeing of all academic activities. Though teachers were experienced and seem to have it all under control in meeting academic standards, the head-teacher had to be involved to exactly know what going on in classes under their supervision. It was vital for the head-teachers to utilize their deputies and HODs in an effort to increase efficiency in the teaching and learning process. There had to be evaluations conducted, learners needed to be given quality assurance questionnaires to gauge their learning and level of satisfaction, and teachers must undergo various workshops to replenish their skills. From the findings, it was noted that teachers from Nyamira North sub county primary schools had good interactions with their head-teachers but it did not seem to benefit the learners and the schools in general. Much needed to be done especially in head-teachers' direct supervision and conducting spot checks with their deputies and HODs. Based on the findings, head-teachers had to engage themselves more into the student affairs. They could not achieve their goal of improving KCPE performance without ensuring that the learners' activities are going on smoothly and also the learners were motivated enough and confident to handle their part.

5.3 Conclusions of the study

In determining the influence of head-teachers' resource utilization skills on KCPE performance in public primary schools in Nyamira sub-county, managing a school is a collaborative effort and the head-teacher cannot accomplish it on their own without the help of their teaching and supporting staff. In improving academic performance, it was important

for the head-teacher to ensure that the teachers are knowledgeable in both their careers and capacity building to ensure that they can aid in the overall achievement of increased academic performance. Schools are supposed to have sufficient number of teachers as a way to ensure that teachers are not overloaded and that they can efficiently distribute their time to the learners during a lesson. Additionally, when dealing with assignments, they will be able to go through the jobs with ease and without being rushed. From the findings, it was evident that facilities and accessories were fundamental in the process of learning due to the utility value derived from them in aiding and enhancing the learning process. Teaching and learning resources are the requirements that are needed by teachers and learners to cover the curriculum of every class. Lack of these commodities hindered the progression of the completing the curriculum thus leading to low academic achievement.

In establishing the influence of head-teachers' disciplinary skills on KCPE performance in public primary schools in Nyamira sub-county, it was important for the head-teacher will closely monitor learners' behavior to ensure that they will obey the rules and punished accordingly if they are not followed. It was important for teachers and the head-teacher to be strict in enforcing discipline because it was a moral that had to be set and ensuring that a student could not hinder the progression of others due to bad behavior. Additionally, discipline is a trait that was essential to the learners long after completing high school. Since the learners are the key stakeholders, it is important to ensure that they are well taken care of and teachers should also be considered to ensure the smooth running of the school, creating a positive vibe that will ultimately motivate learners to take their studies seriously thus improving academic performance. From the findings, it was noted that integral contributor to good academic performance. It not only molded learners to cope with the school environment, it also helped shape their characters so that they could cope with life after high school.

In establishing the influence of head-teachers' learning-teaching utilization skills on KCPE performance in public primary schools in Nyamira sub-county, the respondents were opposed to the idea of being taught using a method that is more or less of lecturing. It was also key to note that student preferred a discussion mode of teaching to basic stating and explanations. The utilization of discussions formalizes the learning process. Instead of looking at learning from very strict angle, group learning makes it more conversational which enhances the learning process thus improving academic performance. Teachers should close monitor learners' activities in the classroom. At times, a student may lag behind others in learning and it's the teachers' responsibility to ensure everyone is at par in grasping the taught content. From the findings it was important to note that teachers are the people who understand in the best manner. They interact with them on the regular, they understand their learning habits and most of all they know their strengths and weaknesses. Therefore, they must be included in all activities that entail decisions to be made about these learners.

In establishing the influence of head-teachers' supervisory skills on KCPE performance in public primary schools in Nyamira sub-county, it was noted that school heads within Nyamira North sub county must be involved in the overall overseeing of all academic activities. Though teachers were experienced and seem to have it all under control in meeting academic standards, the head-teacher had to be involved to exactly know what going on in classes under their supervision. It was vital for the head-teachers to utilize their deputies and HODs in an effort to increase efficiency in the teaching and learning process. There had to be evaluations conducted, learners needed to be given quality assurance questionnaires to gauge their learning and level of satisfaction, and teachers must undergo various workshops to replenish their skills. From the findings, it was noted that teachers from Nyamira North sub county primary schools had good interactions with their head-teachers but it did not seem to benefit the learners and the schools in general. Much needed to be done especially in head-

teachers' direct supervision and conducting spot checks with their deputies and HODs. Based on the findings, head-teachers had to engage themselves more into the student affairs. They could not achieve their goal of improving KCPE performance without ensuring that the learners' activities are going on smoothly and also the learners were motivated enough and confident to handle their part.

5.4 Recommendations for further study

- How the government aid in improving the administrative skills of school heads to ensure they can efficiently accomplish their managerial tasks while ensuring that they excel academically?
- How important is financial aid in improving academic performance? Is success highly dependent on financial resources?



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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

Dear Sir/Madam,

REF: PERMISSION TO CONDUCT RESEARCH.

I am a master of education student in Mount Kenya University. I am carrying out a research on administrative skills in KCPE performance of the schools. The title of my research is: Influence of head-teacher's administrative skills in KCPE performance of public primary schools of Nyamira North Sub County, Nyamira County-Kenya

Please kindly understand that the study involves no invasion of individual rights or privacy, nor will it apply any procedures which may be found ethically objectionable. No personal information regarding those who participate in the research will be made known.

Attached please find the following:

A copy of the questionnaires to be used

A copy of the interview questions

Suggested date for conducting the research

Your attention to this matter is highly appreciated.

Yours Faithfully

Naftal Ndege Ogwora

APPENDIX II: QUESTIONNAIRE FOR THE LEARNERS

INSTRUCTIONS:

Please indicate the correct option as honestly as possible using a tick

1. Age of the respondent: 25-30 years 31-35 years 36-40 years 41-45 years
 46-50 years above 50 years
2. Which class are you? Form 1 Form 2 Form 3 Form four

Section B: Head-teacher's Resource Utilization Skills on Academic Performance

Tick in the appropriate space as per the way you perceive the statement in the table below:

KEY: SA-strongly agree, A-agree, N-Neutral, SD- strongly disagree, D-disagree.

Statement	SA	A	N	D	SD
The school has enough classrooms					
The school has a well-equipped library					
The school has a well-equipped laboratory					
The school has a well-equipped ICT room					
The school has enough teachers					
The school has adequate learning teaching resources					

Section C: Head-teachers' Disciplinary Skills on Academic Performance

Tick in the appropriate space as per the way you perceive the statement in the table below:

KEY: SA-strongly agree, A-agree, N-Neutral, SD- strongly disagree, D-disagree.

Statement	SA	A	N	D	SD
School rules are provided to learners which are adhered to and action is taken to any student who breaks them.					

There is good response to the bell which brings about order in the school.					
Learners have a good behavior which is acceptable in the society					
Teachers and learners are involved in decision making freely					
Problem solving session are regularly held between teachers and learners					
Most disciplined learners are rewarded often					

Section D: Head-teachers' Learning-Teaching Utilization skills on Academic Performance

Tick in the appropriate space as per the way you perceive the statement in the table below:

KEY: SA-strongly agree, A-agree, N-Neutral, SD- strongly disagree, D-disagree.

Statement	SA	A	N	D	SD
All lessons are attended as per the time table					
The learning-teaching process is learner centered					
Science lessons are taught by performing laboratory experiments					
There is ICT integration in the learning-teaching process					
There is collaboration during the teaching-learning process					
Teachers use learning/ teaching aids appropriately					

Section E: To Head-teachers' Supervisory Skills on Academic Performance

Tick in the appropriate space as per the way you perceive the statement in the table below:

KEY: SA-strongly agree, A-agree, N-Neutral, SD- strongly disagree, D-disagree.

Statement	SA	A	N	D	SD
Teachers log in and out when they report to school and when they leave.					
Teachers prepare the record of work covered after attending lessons which is submitted to the Head of Department the to the Head-teacher					
The Head-teacher, deputy head-teacher and Heads of department carry out lesson observation.					
Termly appraisal of teachers by use of TPAD					
The head-teacher and Deputy Head-teacher carry out spot checks in classes and other areas of work.					
Learners fill lesson attendance forms in class					

OPEN ENDED QUESTIONARE

1. How can the teaching /learning process be improved in the school to achieve high academic performance?
2. In your opinion which resources do you require in order to improve student academic performance?
3. Comment about learners discipline in the school?
4. Comment about the head-teachers' leadership style and how it impacts on academic performance?

APPENDIX III: INTERVIEW SCHEDULE FOR PRINCIPLES OF SCHOOLS

Interview schedule is aimed at collecting information about influence of head-teachers' administrative skills on KCPE performance of public primary schools in Nyamira -South sub-county Nyamira County Kenya.

Information collected will be for research purposes and will be kept strictly confidential

1. a) What are your school goals, mission and vision?
- b) How do you influence teachers and learners to implement them?
2. Do you normally involve teachers and learners in decision making?
3. Do you maintain friendly working relationships with subordinates?
4. Do you reward teachers and learners for good academic performance?
5. Does the school have enough classrooms for learning?
6. Are there adequate learning teaching materials in the school?
7. Do you advice teachers on issues related to school curriculum and teaching method?
8. Does the school have school rules which are followed by learners?
9. Which actions are taken on indisciplined learners?
10. Are the most disciplined learners rewarded oftenly?
11. Which method of teaching is commonly used in school?
12. Is there ICT integration during the learning-teaching process?
13. Do teachers log in and out when reporting for duty and when leaving?
14. Do you visit the classroom to observe the teaching /learning process?
15. Is there filling and signing of lesson attendance forms?
16. What type of leadership style do you prefer to use most?

APPENDIX IV: ERC CERTIFICATE



REF: MKU/ISERC/2379

Date: 14 September 2022

TO: NAFTAL NDEGE OGWORA

REG: MED/2013/47483

Dear Sir/Madam,


RE: ASSESSMENT OF LEADERSHIP STYLES FOR KCPE PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN NYAMIRA NORTH SUB-COUNTY NYAMIRA COUNTY KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1452**. The approval period is **14/09/2022 - 13/09/2023**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used.
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

The Chairman
Mount Kenya University
Ethics Review Committee
P. O. Box 342 - 0100, Thika

Dr. Peter G. Kirira
Chairman, Mount Kenya University ISERC

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: 020-2878 000 Cell: 254 709 153 000



APPENDIX V: INTRODUCTION LETTER



DIRECTORATE OF GRADUATE STUDIES

MED/2013/47483

23rd February, 2023

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,

RE: NAFTAL NDEGE OGWORA- REGISTRATION NO. MED/2013/47483


The purpose of this letter is to introduce the above named student who is pursuing **Master of Education Degree** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is "*Assessment of Leadership Styles for KCPE Performance in Public Primary Schools in Nyamira North Sub- County Nyamira County Kenya.*"

It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **February, 2023 and April, 2023**.

Any assistance accorded to the student will be highly appreciated.



Thank you.


Dr. Samuel M. Karuga, Ph.D.
Director, Graduate Studies

Enc.

Mount Kenya University
P. O. Box 342 - 01000, THIKA
Office of the Director
Graduate Studies

APPENDIX VI: NACOSTI PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 117102	Date of Issue: 03/June/2024
RESEARCH LICENSE	
	
This is to Certify that Mr., Naftal Ndege Ogwora of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kisii on the topic: ASSESSMENT OF LEADERSHIP STYLES ON PERFORMANCE IN KCPE IN PUBLIC PRIMARY SCHOOLS IN NYAMIRA NORTH SUB-COUNTY, NYAMIRA COUNTY, KENYA for the period ending : 03/June/2025.	
License No: NACOSTI/P/24/36200	
117102 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
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