

**INFLUENCE OF HEAD TEACHER LEADERSHIP STRATEGIES ON ACADEMIC
PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN STAREHE DISTRICT,
NAIROBI, KENYA**

By

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ABSTRACT

Head teachers of primary schools play a vital and multifaceted role in setting the direction for schools that are positive and productive workplaces for teachers and vibrant learning environments for children. Nationally there has been marked increase in capacity building for head teachers. The rationale of training head teachers is aimed at improve leadership in our primary schools, to respond to the current development in education by making the best of wide range of expertise available to improve academic performance. This study sought to find how conducive learning environment influence academic performance, describe how shared vision influence performance, examine the role played by external partners to influence academic performance and explore how training and development of teachers influence academic performance in Starehe district of Nairobi.

This study used descriptive survey to show the leadership strategies that are employed by public primary school head teachers and the challenges they face in managing academic achievement in their schools. Random and purposive sampling was used to sample head teachers and education officers respectively. Both questionnaires and interview were used to collect data. Descriptive statistics was used to analyse the data obtained. The analysis of the findings was done immediately after the presentation of data followed by the discussion of those findings. Quantitative data was analysed using Statistical Programme for Social Sciences (SPSS).

The study found that conducive learning environment influence academic performance, and shared vision influence performance. The study further established that role played by external partners to influence academic performance was helping schools in planning and implementing