

**MANAGEMENT OF NATIONAL EDUCATION LEADERS' PROGRAMMES
AND ITS INFLUENCE ON PERFORMANCE IN KENYA CERTIFICATE OF
PRIMARY EDUCATION IN PUBLIC SCHOOLS MARSABIT
NORTH SUB-COUNTY, MARSABIT
COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration by the Student

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

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Date: ...14-10-2024.....

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MED/2019/47127

Approval by the Supervisor

I confirm that the work reported in this research project has been carried out by the candidate under my supervision.

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Date: ...14/10/2024.....

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DEDICATION

I dedicate this work to my wife, Shake Galgallo Ali and children, Arbe Dalana, Ibrae Dalana, Ali Dalana and Abdub Dalana, for their continued support during my studies.



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I am greatly indebted to Prof. Pamela Ochieng' for her necessary corrections and invaluable input in compiling this document. Much appreciation also goes to my friends and several individuals who have been actively involved in the discussions which have ended up in the development of this project. I owe much gratitude to the many authors of books, articles and research materials whose work I have referenced and has formed the basis of my research. For my lecturers and colleagues at Mount Kenya University, I owe all of you a lot of gratitude.



ABSTRACT

Management of national education leaders' programmes is a key strategy for improving academic performance of schools which have been registering low grades in national examinations by paring them with successful schools. However, in public primary schools in Marsabit North Sub-county, performance in Kenya Certificate of Primary Education (KCPE) is still low. Thus, the purpose of this study will be to assess the management of national education leaders' programmes on academic performance in public primary schools in Marsabit North Sub-county, Marsabit County, Kenya. The objectives were; to examine the influence of pupils' discipline management strategies, capacity building of staff, teachers' utilization of curriculum support materials and promotion of school-community partnership on academic performance in public primary schools. The study was guided by the systems theory and academic achievement theory. The study adopted mixed methodology and concurrent triangulation research design. Target population was 147 respondents which comprised 18 headteachers, 120 teachers and nine (9) Coordinators of Public Benefits Organizations (PBOs) in Marsabit North Sub-county from which a sample of 108 respondents was obtained using Yamane's Formula. Cluster sampling was applied to create three clusters based on the number of zones in Marsabit North Sub-county. From each zone, three (3) headteachers and three (3) Coordinators of PBOs were sampled using purposive sampling. However, from each zone, simple random sampling was applied to select 30 teachers. This procedure realized a sample size of nine (9) headteachers, 90 teachers and nine (9) Coordinators of PBOs. Questionnaires were used to collect data from teachers whereas interviews were used to gather data from headteachers and Coordinators of PBOs. Piloting was conducted among 11 respondents from public primary schools from Marsabit North Sub-county to test the validity, reliability, credibility and dependability. Validity was established through judgment by experts in education management. Reliability was established using test re-test method. A reliability index, $r = 0.725$, was obtained using Pearson's Product Moment Correlation Method which indicated high internal reliability. Credibility was ascertained by data triangulation through multiple analysis and dependability through detailed reporting of each data collection process. Data analysis began by identifying common themes. Qualitative data were analyzed thematically based on the objectives and presented in narrative forms. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis with the help of Statistical Package for Social Sciences (SPSS Version 25) and presented using tables. The study found that performance of pupils in KCPE has shown a declining trend over the last five years (2019-2023), with many pupils scoring below 300 marks. This is attributed to management of national leaders' education programmes in terms of management of pupils' discipline, capacity building of staff, teachers' utilization of curriculum support materials and promotion of school-community partnerships. Thus, the study recommends that headteachers should adopt a positive discipline framework emphasizes respect, responsibility, and positive reinforcement rather than punitive measures. Headteachers should partner with KICD and TSC to enhance capacity building of staff. Headteachers should constantly monitor how regular teachers utilize the available curriculum support materials for better classroom pedagogy. Headteachers should encourage regular collaboration with community.

TABLE OF CONTENT

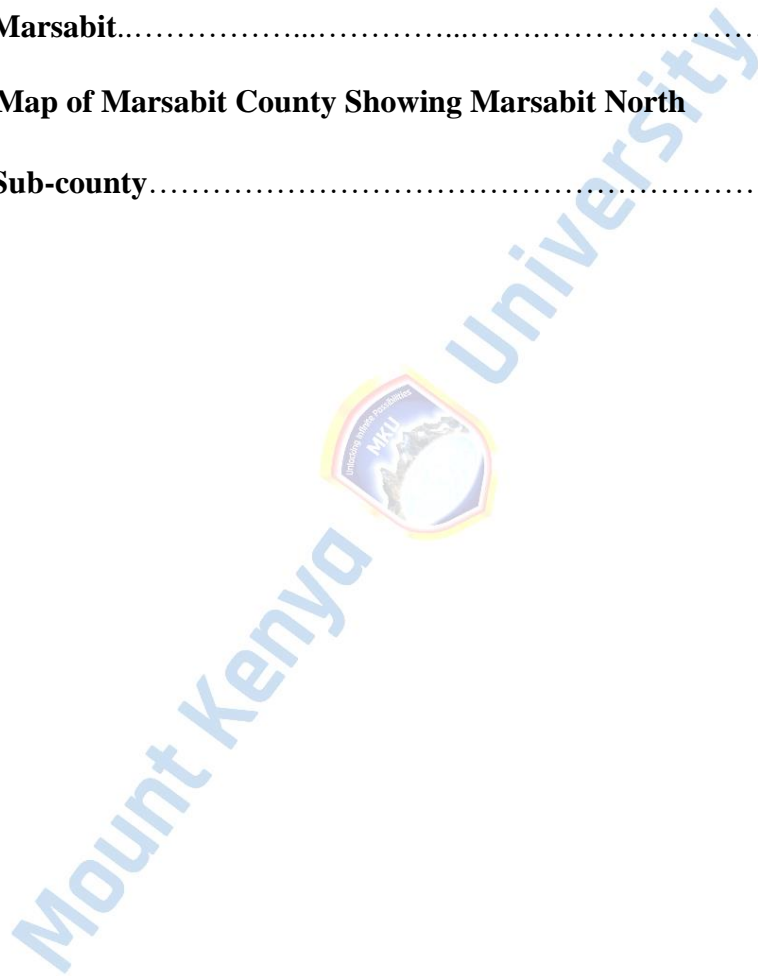
DECLARATION AND APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENT	vi
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS AND ACRONYMS	x
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study.....	5
1.4 Objectives of the Study.....	5
1.5 Research Questions.....	5
1.6 Rationale of the Study.....	6
1.7 Significance of the Study.....	6
1.8 Scope of the Study.....	7
1.9 Limitations of the Study.....	7
1.10 Delimitations of the Study.....	8
1.11 Assumptions of the Study.....	8
1.12 Operational Definitions of Key Terms.....	9
CHAPTER TWO: LITERATURE REVIEW	10
2.0 Introduction.....	10
2.1 Empirical Literature Review.....	10
2.1.1 The Concept of Academic Performance.....	10

2.1.2 The Concept of Management of National Education Leaders’ Programmes.....	13
2.1.3 Pupils’ Discipline Management Strategies and Performance in KCPE.....	13
2.1.4 Capacity Building of Staff and Academic Performance in KCPE.....	17
2.1.5 Teachers’ Utilization of Curriculum Support Materials and Performance in KCPE.....	21
2.1.6 Promotion of School-community Partnership and Performance in KCPE.....	24
2.2 Theoretical Literature Review.....	28
2.2.1 The Systems Theory.....	29
2.2.2 The Academic Performance Theory.....	30
2.3 The Conceptual Framework.....	32
2.4 Research Gaps.....	33
2.5 Summary of Literature Review.....	34
CHAPTER THREE: RESEARCH METHODOLOGY.....	35
3.0 Introduction.....	35
3.1 Research Methodology.....	35
3.2 Research Design.....	35
3.3 Location of Study.....	36
3.4 Target Population.....	36
3.5 Sampling Procedures and Sample Size.....	37
3.6 Research Instruments.....	38
3.6.1 Questionnaire for Teachers.....	38
3.6.2 Interview Guide for Headteachers and Coordinators of PBOs.....	39
3.6.3 Document Analysis Guide.....	39
3.7 Piloting of Research Instruments.....	39
3.7.1 Validity.....	40

3.7.2 Reliability.....	40
3.7.3 Credibility.....	40
3.7.4 Dependability.....	41
3.8 Data Collection Procedures.....	41
3.9 Data Analysis Procedures.....	42
3.10 Ethical Considerations.....	42
CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSIONS.....	45
4.0 Introduction.....	45
4.1 Response Rate.....	45
4.2 Respondents' Demographic Information.....	46
4.2.1 Gender of the Respondents.....	46
4.2.2 Respondents' Level of Education.....	46
4.3 Status of Performance in KCPE in Public Primary Schools.....	47
4.4 Pupils' Discipline Management Strategies and Performance in KCPE.....	49
4.4.1 Inferential Analysis.....	51
4.4.2 Thematic Analysis.....	54
4.5 Capacity Building of Staff and Performance in KCPE.....	55
4.5.1 Inferential Analysis.....	59
4.5.2 Thematic Analysis.....	61
4.6 Teachers' Utilization of Curriculum Support Materials and Performance in KCPE.....	62
4.6.1 Inferential Analysis.....	65
4.6.2 Thematic Analysis.....	67
4.7 Promotion of School-community Partnership and Performance in KCPE.....	68
4.7.1 Inferential Analysis.....	71

4.7.2 Thematic Analysis.....	73
CHAPTER FIVE: SUMMARY, CONCLUSION AND	
RECOMMENDATIONS.....	75
5.0 Introduction.....	75
5.1 Summary of Research Findings.....	75
5.1.1 Status of Performance in KCPE in Public Primary Schools.....	75
5.1.2 Pupils’ Discipline Management Strategies and Performance in KCPE.....	75
5.1.3 Capacity Building of Staff and Performance in KCPE.....	76
5.1.4 Teachers’ Utilization of Curriculum Support Materials and Performance in KCPE.....	77
5.1.5 Promotion of School-community Partnerships and Performance in KCPE.....	77
5.2 Conclusions.....	78
5.3 Recommendations of the Study.....	79
5.3.1 Recommendations for Practice.....	79
5.3.2 Recommendations for Policy.....	80
5.3.3 Recommendations for Further Research.....	80
REFERENCES.....	81
APPENDICES.....	87
Appendix I: Letter of Introduction.....	87
Appendix II: Informed Consent Form.....	88
Appendix III: Questionnaire for Teachers.....	89
Appendix IV: Interview Guide for Headteachers.....	94
Appendix V: Interview Guide for Coordinators of PBOs.....	96
Appendix VI: Ethical Clearance from Mount Kenya University.....	98

Appendix VII: Introduction Letter from The School of Postgraduate Studies of Mount Kenya University.....	99
Appendix VIII: Authorization Letter from National Commission for Science, Technology and Innovation (NACOSTI).....	100
Appendix IX: Research Authorization from County Commissioner, Marsabit...101	
Appendix X: Research Authorization from County Director of Education, Marsabit.....	102
Appendix XI: Map of Marsabit County Showing Marsabit North Sub-county.....	103



LIST OF TABLES

Table 1: KCPE Performance in Public Primary Schools in Kenya and Marsabit	
North Sub-county from 2016 to 2020.....	4
Table 2: Target Population of the Study.....	37
Table 3: Sampling Grid.....	38
Table 4: Response Rates.....	45
Table 5: Distribution of the Respondents by Gender.....	46
Table 6: Respondents' Level of Education.....	47
Table 7: KCPE Performance in Public Primary Schools in Marsabit	
North Sub-county between 2019 and 2023.....	48
Table 8: Teachers' Views on the Influence Pupils' Discipline Management	
Strategies and Performance in KCPE.....	49
Table 9: Pupils' Discipline Management and Performance in KCPE	
(2019-2023).....	52
Table 10: Relationship between Pupils' Discipline Management Strategies and	
Performance in KCPE.....	53
Table 11: Teachers' Views on the Influence of Capacity Building of Staff and	
Performance in KCPE.....	56
Table 12: Capacity Building of Staff and Performance in KCPE (2019-2023).....	59
Table 13: Relationship between Capacity Building of Staff and Performance in	
KCPE.....	60
Table 14: Teachers' Views on the Influence of Teachers' Utilization of	
Curriculum Support Materials and Performance in KCPE.....	63
Table 15: Teachers' utilization of Curriculum Support Materials and	
Performance in KCPE (2019-2023).....	65

Table 16: Relationship between Teachers’ Utilization of Curriculum Support Materials and Performance in KCPE.....	66
Table 17: Teachers’ Views on the Influence of Promotion of School-community Partnership and Performance in KCPE.....	69
Table 18: Promotion of School-Community Partnership and Performance in KCPE (2019-2023).....	71
Table 19: Relationship between Promotion of School-Community Partnership and Performance in KCPE.....	72



LIST OF FIGURES

Figure 1: The Conceptual Framework.....32



LIST OF ABBREVIATIONS AND ACRONYMS

APEL	:	Assessment of Prior Experiential Learning
ESQAC	:	Education Standards and Quality Assurance Commission
KCPE	:	Kenya Certificate of Primary Education
KNBS	:	Kenya National Bureau of Statistics
MoE	:	Ministry of Education
NACOSTI	:	National commission for Science, Technology and Innovation
PBOs	:	Public Benefits Organizations
SPSS	:	Statistical Package for Social Sciences
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
USA	:	United States of America
VET	:	Vocational Education and Training

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on background to the study, statement of problem, purpose of the study, objectives of the study, research questions, rationale of the study, significance of the study, assumptions of the study, scope of the study, delimitations of the study, limitations of the study and assumptions of the study. It also provides a list of operational definitions of key terms used in the study.

1.1 Background to the Study

Every learner has a right to education and this has seen great expansion of education systems worldwide. However, expansion of education has not been accompanied by adequate number of trained teachers, physical facilities and instructional resources to promote learning. This has made some learners to lag behind and thus, lowering the quality of education (Leithwood & Riehl, 2012). To bridge this gap, national leaders of education programmes have been introduced to formulate strategies which try to bring these learners to the academic level of their peers. According to Leithwood and Riehl (2012), national education leaders programme is based on evidence showing that the quality of school leadership is one of the most powerful determinants of teacher quality and learners' academic performance.

In the United Kingdom, Leithwood and Levin (2012) aver that high performing education system is increasingly adopting 'system leadership' models to drive school improvement at scale, where the expertise of high performing leaders is harnessed to develop the capability of other schools. Leithwood and Levin (2012) further indicate that the program is based on the premise that there are outliers or 'bright spots' of excellent school leadership practice to be found in any local setting, which can be used

to motivate others and be captured for use as highly contextualized local solutions. In other words, the program pairs education leaders from high-performing schools in a local area with statistically similar, but lower performing schools. Such pairing is based on capacity building, academic performance, provision of curriculum support materials, staffing, enrollment and status of school physical facilities. However, the extent to which management of national education leadership programmes influence academic performance in public primary schools still remains unexplored. According to Reusen (2015), academic performance entails achievement of learners in internal, joint or national examinations.

For example, in Yemeni, any learner in primary school who scores a mean grade of 75% and above is considered to manifest excellent academic performance (Agran, 2012). Despite these postulations, many learners still register low grades in their internal and national examinations. In many countries in Sub-Saharan Africa, there is recognition that pairing of schools based on their performance, availability of instructional materials and staffing and status of physical facilities tend to improve the academic performance of pupils in public primary schools whose performance are low. For example, in Botswana, Chapman and Burchfield (2014) posit that schools which have excellent physical facilities, teachers and curriculum support materials tend to promote development and academic growth of pupils.

In keeping with these assertions, Ahmad, Yunus, Norwani and Musa (2015) posit that, in Ghana, the 'system leadership' model has been piloted in low-cost private schools in Mumbai and Nairobi, which demonstrated statistically significant improvements in leadership competence of both the system and beneficiary leaders and improved teaching quality at the beneficiary schools. Ahmad et al (2015) further opine that these pilots showed the mutual benefits of the program; with the system leader being more

able to codify their effective practice and gaining career development whilst the beneficiary leader significantly improving their own leadership practice and their school performance. In Kenya, Oandah (2013) opines that management of national education leaders' programmes is regarded as key to the academic success of pupils in public primary schools. According to Oandah (2013), the coaching and mentoring skills of these high-performing leaders, called 'system leaders', are developed through training and support. Oandah (2013) further asserts that the paired leaders then agree on a measurable school improvement priority directly linked to improved teaching and learning outcomes. Paired leaders meet regularly for coaching and support for the school improvement target as well as to visit each other's schools.

In Kiambu County, for example, Njuguna, Nyagosi and Waweru (2013) note that this coaching relationship and 'learning on the job' enable rapid and sustained improved school outcomes to be achieved. Njuguna et al (2013) further note that primary schools, which have embraced national education leaders' programmes aimed at pairing of schools based on their success stories in national examinations, have realized improved academic grades in KCPE. In Marsabit North Sub-county, however, this is not the case since many pupils in public primary schools still register low academic grades in KCPE despite introduction of national education leaders' programmes as a mitigant to low academic performance (Galgallo, 2014). For example, a report by the Ministry of Education (2021) shows that public primary schools in Marsabit North Sub-county have registered low grades in academic performance in national examinations (KCPE) compared to the national statistics as shown in Table 1:

Table 1: KCPE Performance in Public Primary Schools in Kenya and Marsabit North West Sub-county from 2019 to 2023

Year	Meanpoints for KCPE Results (%)	
	National Results	Marsabit North Sub-county
2019	67.9	9.913
2020	69.8	9.703
2021	70.3	7.911
2022	70.9	6.803
2023	71.5	6.434

Source: Ministry of Education (2023)

Table 1 shows that there is a decreasing trend in the performance of students in Kenya Certificate of Primary Education (KCPE). Despite these statistics, few empirical studies have interrogated the extent to which management of national education leaders' programmes influences performance in KCPE public primary schools, thus, the study.

1.2 Statement of the Problem

Management of national education leaders' programmes is key to the realization of curriculum objectives and ensuring that pupils register impressive academic grades in internal and national examination. However, in public primary schools in Marsabit North Sub-county, the situation is quite different with academic performance being low. A report by the Ministry of Education (2023) shows that public primary schools in Marsabit North Sub-county registered 9.9% in KCPE in 2019, 9.7% in 2020, 7.9% in 2021, 6.8% in 2022 and 6.4% in 2023. Efforts to mitigate on these challenges have not yielded much remarkable progress and has compromised the quality of education offered in public primary schools. Despite these findings, many empirical studies had not exhaustively interrogated the extent to which activities during the management of national education leaders' programmes influences academic performance in public primary schools, thus, the study.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of management of national education leaders' programmes on performance in Kenya Certificate of Primary Education in public schools in Marsabit North Sub-county, Marsabit County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives;

- i. To determine the influence of pupils' discipline management strategies on performance in Kenya Certificate of Primary Education in public schools in Marsabit North Sub-county;
- ii. To examine the influence of capacity building of staff on performance in Kenya Certificate of Primary Education in public schools in Marsabit North Sub-county;
- iii. To establish the influence of teachers' utilization of curriculum support materials on performance in Kenya Certificate of Primary Education in public schools in Marsabit North Sub-county;
- iv. To find out how promotion of school-community partnership influences performance in Kenya Certificate of Primary Education in public schools in Marsabit North Sub-county.

1.5 Research Questions

The study was guided by the following research questions;

- i. What is the influence of pupils' discipline management strategies on performance in Kenya Certificate of Primary Education in public schools in Marsabit North Sub-county?
- ii. To what extent does capacity building of staff influence performance in Kenya Certificate of Primary Education in public schools in Marsabit North Sub-county?

- iii. How does teachers' utilization of curriculum support materials influence performance in Kenya Certificate of Primary Education in public schools in Marsabit North Sub-county?
- iv. To what extent does promotion of school-community partnership influence performance in Kenya Certificate of Primary Education in public schools in Marsabit North Sub-county?

1.6 Rationale of the Study

As indicated earlier, national education leaders' programmes has been introduced as a strategy for improving academic performance of primary schools which have been registering low grades in national examinations by paring them with successful schools. However, in public primary schools in Marsabit North Sub-county, academic performance is still low. A report by the Ministry of Education (2023) shows that public primary schools in Marsabit North Sub-county registered 9.9% in KCPE in 2019, 9.7% in 2020, 7.9% in 2021, 6.8% in 2022 and 6.4% in 2023. Despite these findings, many empirical studies have not exhaustively interrogated the extent to which activities during the management of national education leaders' programmes influences academic performance in public primary schools.

1.7 Significance of the Study

Pupils may benefit from this study in that the study findings may usher an improvement in the quality of education they acquire in public primary schools. Teachers may benefit from this study in understanding their critical role in curriculum implementation and ensuring that they provide quality of education to pupils. Headteachers may benefit from this study in improving their strategies in addressing educational quality concerns and thus make recommendations. Ministry of Education may benefit from this study in evaluating and strengthening the quality of education offered to pupils in public primary

schools. Policymakers may also use the study outcomes to recommend funding levels and ensure prudent utilization of resources in public primary schools that would give all learners an equal opportunity to access quality education geared towards the realization of vision 2030. The researchers as well as academicians may find the findings useful in laying a firm foundation for carrying out similar studies.

1.8 Scope of the Study

This study was conducted in public primary schools in Marsabit North Sub-county only. The study assessed the influence of management of national education leaders' programmes on academic performance in public primary schools. The study adopted mixed methodology and thus applied concurrent triangulation research design. Questionnaires were applied to gather quantitative data from teachers whereas interviews were applied to collect data from headteachers and Coordinators of Public Benefits Organizations (PBOs) in Marsabit North Sub-county. This study was conducted between November 2023 and January 2024.

1.9 Limitations of the Study

The study encountered the following challenges:

- i. Some respondents, especially headteachers, were unwilling to volunteer the correct information concerning academic performance of pupils in their school for fear of victimization. They were appraised on the objective of the study and were assured of confidentiality.
- ii. The area of study has poor road network with many sampled primary schools being inaccessible using motor vehicles. To overcome this, the researcher used motorbikes to access the sampled primary schools in remote areas.
- iii. Accessing critical documents on performance of pupils in KCPE in primary schools was a big challenge for fear of victimization.

In this case, the researcher explained to them that the data were purely for academic purposes and that the aim of the study was to complement their efforts in improving academic performance in public primary schools.

1.10 Delimitations of the Study

The study was guided on the following delimitations:

- i. The study was delimited to headteachers, teachers and Coordinators of Public Benefits Organizations (PBOs) in Marsabit North Sub-county.
- ii. The study focused on the influence of management of national education leaders' programmes reflected through pupils' discipline management strategies, capacity building of staff, teachers' utilization of curriculum support materials and promotion of school-community partnership as the key activities which influence academic performance in public primary schools.
- iii. The study was also delimited to public primary schools in Marsabit North Sub-county only.

1.11 Assumptions of the Study

The study made the following assumptions:

- i. That records showing performance in KCPE are available and accessible in public primary schools.
- ii. That performance in KCPE in public primary schools in Marsabit North Sub-county is low.
- iii. That pupils' discipline management strategies, capacity building of staff, teachers' utilization of curriculum support materials and promotion of school-community partnership influence KCPE performance in public primary schools.
- iv. That respondents would be cooperative and volunteer honest information.
- v. That the sample of the study was representative of the entire target population.

1.12 Operational Definitions of Key Terms

Academic Performance: refers to the learning outcomes or academic attainment of pupils in public primary schools. This was measured using results in KCPE.

Capacity Building of Staff: refers to the process of equipping teachers with new skills on how to undertake classroom instruction to improve academic performance in public primary schools.

Management of National Education Leaders' Programmes: refers to a programme which brings all stakeholders in education to formulate strategies to improve academic performance of schools. It is based on pairing of performing and non-performing primary schools so that non-performing schools can learn the activities which make performing schools register impressive grades. In this study, this will focus on strategies for management of pupils' discipline, capacity building of staff, teachers' utilization of curriculum support materials and promotion of school-community partnership.

Promotion of School-community Partnership: refers to the process of involving different members of community in academic activities taking place in public primary schools.

Pupils' Discipline Management Strategies: refers to a set of approaches and practices adopted by managers of public primary schools to improve levels of discipline among pupils.

Teachers' Utilization of Curriculum Support Materials: refers to the use of different instructional materials and teaching aids by teachers to compliment the process of teaching and learning.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher presents the literature of the previous studies covered related to the researcher's area of study. The empirical literature review is based on the concept of academic performance in primary schools, the concept of management of national education leaders' programmes and the influence of pupils' discipline management strategies, capacity building of staff, teachers' utilization of curriculum support materials and promotion of school-community partnership on performance in Kenya Certificate of Primary Education. The researcher provides divergent views which are critical to different authors who raised various versions related to the issues being investigated. It also provides theoretical and conceptual frameworks and a summary of literature reviewed citing the gaps identified.

2.1 Empirical Literature Review

Empirical literature is reviewed based on the concept of academic performance in primary schools, the concept of management of national education leaders' programmes and the influence of pupils' discipline management strategies, capacity building of staff, teachers' utilization of curriculum support materials and promotion of school-community partnership on performance in Kenya Certificate of Primary Education.

2.1.1 The Concept of Pupils' Academic Performance

Academic performance is the outcome of education, the extent to which a learner, teacher or institution has achieved their educational goals. It has achieved an exalted status bolstered by the several number of references to them in conferences, official documents and communiqués. According to Smilansky and Shefatya (2010), this is in total contrast to the poor level of understanding associated with them and their relatively

rare practical implementation across the entire world. Detailed experience of academic performance is in fact limited to just a few countries at both the institutional and national levels. Academic performance represents one of the essential building blocks for transparent primary education systems and qualifications (Rubin, Kenneth & Coplan, 2010). They have a reputation as rather wide tools, yet it is this basic underpinning function that makes them so significant. Academic performance and outcomes-based approaches have implications for curriculum design, teaching, learning and assessment, as well as quality assurance. Smith, Dalgleish and Herzmark (2011) assert that academic performance is likely to form an important part of twenty-first century approaches to higher education and the reconsideration of such vital questions as to what, who, how, where and when to teach and assess.

The very nature and role of education is being questioned, now more than ever before, and academic performance is an important tool in clarifying the results of learning for the primary school students, citizen, employer and educator. In terms of curriculum design and development, academic performance is at the forefront of educational change in primary school programmes. It represents a change in emphasis from teaching to learning typified by what is known as the adoption of a learner-centered approach in contrast to traditional teacher-centered viewpoint. According to Smith *et al* (2011), learner-centered learning produces a focus on the teaching and learning an assessment relationship and the fundamental links between the design, delivery and measurement of learning.

Academic performance is not an isolated tool at the primary school level of curriculum design but also represent an approach that plays a significant role in a much wider context that includes: the integration of academic and vocational education and training (VET), the assessment of prior experiential learning (APEL), the development of

lifelong learning qualifications frameworks, the development of credit transfers and accumulation systems. Bandura (2007) emphasized the clear identification and measurement of learning and the need to produce observable and measurable outcomes. The academic performance approach among primary school students was subsequently further developed by educational authorities in Australia, New Zealand, South Africa, United Kingdom and more recently by Denmark, Sweden, Ireland and other parts of Europe. From these beginnings the emphasis on academic performance has evolved to encompass all subject areas and has moved from the vocational education and training fields through to higher education.

Academic performance is a statement of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning. It is an explicit statement about the outcomes of learning, that is, the results of learning. It is usually defined in terms of a mixture of knowledge, skills, abilities, attitudes and understanding that an individual will attain as a result of his or her successful engagement in a particular set of primary education experiences. The academic performance approach reflects a conceptual shift towards making learning more meaningful and effective. For a variety of understandable reasons many primary school students approach education as alienated intellectual labor rather than something that is good for them, learning that enhances their lives (Smith *et al*, 2011).

Making education more meaningful for these primary school students requires that they acquire a sense of the educational project as enabling them to lead a richer and more empowered life rather than a task done primarily to satisfy the demands of others. By explicitly building educational experiences based on what primary school students should be able to do with their knowledge, the academic performance approach helps the educational community understand the point of the activity.

2.1.2 The Concept of Management of National Education Leaders' Programmes

National education leaders' programmes are a set of activities undertaken by different stakeholders in education to improve the quality of education offered in primary schools. The activities are aimed at formulating strategies designed to bring learners who register low grades to the academic level of their peers. Leithwood and Riehl (2012) assert that national education leaders programme is based on evidence showing that the quality of school leadership is one of the most powerful determinants of teacher quality and learners' academic performance. In the United Kingdom, Leithwood and Levin (2012) posit that high performing education system is increasingly adopting 'system leadership' models to drive school improvement at scale, where the expertise of high performing leaders is harnessed to develop the capability of other schools.

The programme is anchored on the premise that there are outliers or 'bright spots' of excellent school leadership practice to be found in any local setting, which can be used to motivate others and be captured for use as highly contextualized local solutions. In other words, the programme pairs education leaders from high-performing schools in a local area with statistically similar, but lower performing schools. In the context of this study, management of national education leaders' programme will entail undertaking activities such as management of pupils' discipline, capacity building of staff, teachers' utilization of curriculum support materials and promotion of school-community partnership and how they influence academic performance in public primary schools.

2.1.3 Management of Pupils' Discipline and Performance in Kenya Certificate of Primary Education

Management of national education leaders' programmes also entail ensuring that discipline levels are maintained in primary schools and other learning institutions.

This is because issues of discipline have attracted growing attention of many worldwide with the problem of learner indiscipline having been characterized as serious and pervasive, negatively affecting pupil learning (Tozer, 2010). This problem manifests itself in a variety of ways which include vandalism, truancy, smoking, disobedience, intimidation, delinquency, murder, assault, rape, theft and general violence (Marais & Meier, 2010). Education managers such as school headteachers form a very important component of primary school management and the extent to which pupils manifest desirable behaviour patterns.

In keeping with this assertion, Leithwood and Jantzi (2013) assert that a large part of any primary school headteacher's job is to handle pupil behaviour by adopting a multiplicity of measures and strategies. According to Leithwood and Jantzi (2013), management of pupils' discipline refers to a set of strategies and practices adopted by education leaders in schools to mitigate the impact of indiscipline among pupils. These measures include, but not limited to, involvement of pupils' leaders, setting up counseling departments, planning mentorship activities, ensuring stricter adherence to rules and regulations and above all, manifesting behaviour patterns which pupils can emulate.

In a study carried out in India, Kabandize (2014) established that headteacher is the titular head of a school whose behaviour is expected to shape how every staff and pupil ought to conduct themselves within and outside the school microsystem. Myrick (2013) avers that disciplinary problems are described as unacceptable attitudes or behaviours that run contrary to the laid down rules and regulations of the school which may be satisfying to the pupils at that point in time. Norwich (2012) posits that cases of pupils' indiscipline in primary schools have been on the rise. According to Norwich (2012), the problem of pupils' indiscipline has been characterized as serious and pervasive,

negatively affecting pupil learning and eventual academic performance in internal and national examinations. A study conducted in Sweden by Durrant (2013) revealed that pupils' indiscipline manifests itself in a variety of ways which include vandalism, truancy, smoking, disobedience, intimidation, delinquency, murder, assault, rape, theft and general violence. These assertions corroborate the views expressed by Torubeli and Omemu (2015) that pupils of recent times behave in defiant and aggressive ways in and out of school setting such as disrupting school activities, bullying, drugs consumption, cultism, disobeying school rules and regulations.

Torubeli and Omemu (2015) further note that pupils' indiscipline has become an issue of concern for educators and can even state that it has become a huge concern among national education leaders, educators, policy makers and the public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher-pupil relationship and vandalism as well. In Australia, the situation is not different as Brister (2016) asserts that behaviour discipline problems in schools is on the increase. In summary, these viewpoints point to the fact that indiscipline among pupils in primary school setting has been a subject of debate in many forums and disciplinary measures adopted by school headteachers in resolving them are critical.

In Pakistan, school headteachers and other education leaders ought to manage learners' discipline by recognizing the role of guidance and counseling, pupils' councils, parental involvement and role modelling in shaping up behaviour patterns of pupils in primary schools (Shafa, 2014). A report by Shafa (2014) shows that, in high schools in Pakistan which adopted pupils' council and involved parents in effective governance, had cases of indiscipline reduced by a record 28.4% and pupils perform better in national examinations. Such was the case in Kuala Lumpur which saw a reduction of 23.1% in cases of indiscipline among pupils in primary schools having adopted guidance and

counselling and parental involvement. In many countries in Sub-Saharan Africa, levels of pupils' indiscipline are very high (Bosire, Sang, Kiumi & Mungai, 2014). For example, in Nigeria, Borders and Drury (2013) report that, in 2013, there were reported cases where 13 schools burnt by pupils. In KwaZulu Natal Province in South Africa, Cicognani (2014) notes that cases of indiscipline among pupils in primary schools have skyrocketed to unprecedented proportions. This indicates that, under national education programmes, headteachers, whether in the rural or urban areas, need to help teachers and pupils overcome disciplinary problems by employing varying administrative strategy both human and non-human to achieve the objectives of primary education.

According to Cicognani (2014), headteachers must understand the intricacies that are attendant to human behaviours with a view to using such knowledge to solve problems that may emerge. In other words, effective leadership of school headteachers involves clearly communicating goals, priorities and expectations to staff, parents, pupils and the community. This further affirms that the need for emphasizing the value of achievement, establishing systems of incentives and rewards that encourage excellence, establishing and maintaining a supportive and orderly environment and also actively involving staff and parents in planning, development and improvement efforts to reduce cases of pupils' indiscipline in schools.

Kenya is not an exception where Njoroge and Nyabuto (2014) assert that pupils' indiscipline in primary schools has been characterized as serious and pervasive, negatively affecting pupil learning and their academic performance in Kenya Certificate of Primary Education (KCPE). Njoroge and Nyabuto (2014) assert that pupils' indiscipline manifests itself in a variety of ways which include vandalism, truancy, smoking, disobedience, intimidation, delinquency, murder, assault, rape, theft and general violence.

In Marsabit Central Sub-county, cases of pupils' indiscipline have become a commonplace in primary schools. A report by Ministry of Education (2019) shows that public primary schools in Marsabit Central Sub-county have witnessed 19.7% increase in cases of indiscipline among pupils. An assessment by Bwana (2015) also echoes similar sentiments that instances of pupils' indiscipline and indiscipline in public primary schools in Marsabit North Sub-county have been on the rise up to 45.1%. According to Bwana (2015), Marsabit North Sub-county has witnessed 34.9% cases of drug and substance abuse among pupils, 56.1% instances of teenage pregnancy, 44.3% cases of bullying and violence among pupils and 54.3% cases of pupils' strikes in primary schools. This points to an increasing trend of pupils' indiscipline. Despite these statistics, few empirical studies had exhaustively interrogated the extent to which management of pupils' discipline has influenced their academic performance in public primary schools, hence the need for this study.

2.1.4 Capacity Building of Staff and Performance in Kenya Certificate of Primary Education

Capacity building of staff involves providing range of planned activities that enables teachers and other members of staff to develop skills, attitudes and knowledge required by primary schools and the work required. According to Taylor and Francis (2012), teachers' capacity building is a systematized tailor-made programme to suit needs of particular school for developing certain attitude, skills and abilities in teachers irrespective of their functional level. A study carried out in the Netherlands by Jasman and McIlveen (2011) found that teacher capacity building and development are closely linked in that development is unfolding process that enables top progress from present state of understanding to future state of primary school knowledge and competencies. This implies that teachers play a vital role in development of learner's capacity in

becoming responsible citizens. In the same token, Cohen and Hill (2012) also note that, in context of primary school education, teachers are considered to have a critical role for the actualization of the ideas in the primary education curriculum and improved pupils' academic performance. In a study conducted in New Orleans among 211 respondents to establish the effectiveness of teachers' dynamics on pupils' academic performance, Edwards, McNamara and Carter (2010) found that the most important variable in pupils' success is a well-prepared and capable teacher. This affirms that capacity building of primary school teachers accords them with skills to work creatively with their pupils to translate and shape curricular goals and theoretical notions into effective classroom and school-wide practices and to provide an environment for effective learning.

Cognizant of these views, Wana (2010), in a study conducted in Mexico, noted that national education leaders are tasked to support efforts to improve teachers' capacity to function as effective professionals by having them learn new knowledge, attitudes and skills. In Finland, Loughtany (2010) opines that teachers are respected and have much autonomy to improve their own skills and shape efficient skills and are thus, taught various subject areas to equip them with subject knowledge they will need to impact on pupils, it also involves preparation of professional skills.

According to Loughtany (2010), education leaders are tasked to ensure that teachers have adequate knowledge content, pedagogical skills and conduct induction training. This is attributed to the fact that teachers who have just graduated from local training institutions lack experience and thus their own knowledge about various subjects is weak which necessitates capacity building of content knowledge in different core subjects (Loughtany, 2010). In other words, proficiency training by education leaders are efforts geared towards enabling primary school teachers to face challenges and meet

demands of their profession and learning needs of their pupils. Cognizant of this fact, Lewin (2011) carried out a study in Venezuela which revealed that teaching involves the use of a wide body of knowledge about the subject being taught, and another set of knowledge about the most effective ways to teach that subject to different kinds of learner; it, therefore, requires teachers to undertake a complex set of tasks every minute. Many teachers experience their first years in the profession as stressful. However, Lewin (2011) noted that proportion of primary school education teachers who either do not enter the profession after completing initial training or who leave the profession after their first teaching post, is high.

The scenario is the same in Austria where capacity building of primary school teachers is organized and implemented by education leaders. Lewin (2011) asserts that such training is regarded as an important component since it enhances skills and competencies of teachers. In other words, pupils handled by well-trained teachers are usually highly motivated and achieve higher grades of education. In keeping with these assertions, Godwin (2013) conducted a similar study in Haiti which also established that primary school teachers with a high level of understanding and knowledge of learner development have the capability of using their skills to guide pupils and model high quality learning standards with pupils taking in account their stages of development.

Godwin (2013) further noted that education officers who ensure that primary schools have adequate teachers in number and in qualification enable such centers to achieve education objectives. However, Godwin (2013) failed to articulate, in as much as staffing of trained primary school teachers affects pupils' academic achievement, whether the few that are employed are well paid, able to access promotion or are retained in a school for a longer period. In Australia, Buckley, Schneider and Shang (2014) assert that preparing primary school teachers begins with the selection of those

who are to enter teacher capacity building. Buckley et al (2014) report that teachers' capacity building stems from a need in many countries to attract large number of teachers in order to expand access to education quickly and reduce class size. In Africa, primary school teacher education is an important competent of education as it influences all aspects of primary school education hence its academic achievement cannot be compromised (Ocho, 2011).

For example, a study carried out in Nigeria by Ochuba (2010) established that, although primary school teachers are educated, they often have little knowledge and experience of the professional area of primary education or the reality of primary school teaching. Most teachers have a certificate or Diplomas in primary school education and are trained as with a specialty in a particular subject area (Ochuba, 2010). In either case, they often have little knowledge and skills of primary school education and continuous professional development of teachers is not usually undertaken. To corroborate these findings, Thomas and Thomas (2011) conducted a study in Zambia which also revealed that, although primary school teachers have already trained basically, they may lack hands-on experience as a result of accidental and on job training.

In Kenya as well as Marsabit North Sub-county, the scenario is the same and the quality of primary school instruction is one of the most important determinants of the level of learning achievements. For example, a study conducted in Marsabit North Sub-county by Gumo (2010) revealed that quality teacher capacity building impact on the pupils' academic achievement provided in primary schools. Gumo (2010) asserts that capacity building of teachers, therefore, should enable them acquire sufficient subject mastery and pedagogy. Gumo (2010) asserted that teachers remain in institution where they receive regular instruction for two years. According to Gumo (2010), training institutions recruit teachers who have passed primary education.

The task force also recommended that there should be a similar training curriculum for all teachers to enable the monitoring of national standards and quality by the Education Standards and Quality Assurance Commission (ESQAC). It also recommended that institutions should not be places of training people who failed in their primary school exams because it negatively affects standards and quality of teachers trained to handle the pupils. Training teachers who passed with high grades in primary school will ensure that the quality of teachers trained is of high standards. However, much still needed to be done since Gumo (2010) as did other empirical studies have not interrogated how different aspects of capacity building of staff contribute to their input in enhancing pupils' academic achievement in primary schools.

2.1.5 Teachers' Utilization of Curriculum Support Materials and Performance in Kenya Certificate of Primary Education

One of the key tasks undertaken under national education leaders' programmes is to ensure provision and teachers' utilization of curriculum support materials to make learning and teaching possible. Abdullahi (2011) posits that instructional materials are tools made locally or commercialized designed to enhance learning process. Cognizant of these assertions, Isola (2010) considers curriculum support materials as objects or devices, which help the teacher to make a lesson much clearer to the learner. Curriculum support materials help the teacher to communicate particular kinds of learning. The materials and resources include; audiotape; recorder, video tape recorders and projectors. They also include still pictures, programmed instruction as well as filmstrips, chart, graphs and many others which offer a variety of instructional experiences. In a study carried out in Austria, for example, Isola (2010) revealed that there are different types of instruction resources which include games, role-playing, demonstrations, experiments, real life situation, real objects and specimens, symbolic

and pictorial representation. UNESCO (2013) also reports that universal primary education involves provision of funds to primary schools to cater for the costs of basic curriculum support materials. According to UNESCO (2013), for realization of good performance in a school, curriculum support materials must be put in place and used effectively by teachers in classroom practice. However, while introduction of free day primary education has increased participation, it has equally created considerable challenges which include; inadequacy of teaching and learning facilities like books, charts and other important academic accessories.

In the same vein, Florida Department of Education (2013) supports the fact that a well-organized and effective application of teaching aids in lessons should remove the apathy, compliment available books, arouse pupils' interest through practical teaching and also help them to be creative. However, this has not ensured that pupils register good grades in internal and national examinations. Clotfelter, Ladd and Vigdor (2014) observed that most pupils have developed fear towards Mathematics which has occasioned dismal performance in the subject.

A study carried in the United Kingdom by Baker, Goesling and Letendre (2012) revealed that such low performance is occasioned by factors such as negative attitudes towards Mathematics, inadequate qualified teachers, pedagogical approaches and insufficient instructional aids and poor use of teaching and learning resources. However, for teaching to be effective, the teacher must be competent in adequate planning skills, design, production, selection, and utilization of relevant curriculum support materials. In the same vein, a study was conducted in Local Government Area of Kwara State, Ilorin, in Nigeria by Moronfola (2010) which used questionnaires to collect data on the material resources available for the teaching of some selected subjects in ten primary schools. Moronfola (2010) related these to the performances of pupils undertaking

specific subjects and to the number of resources available for the teaching of the subjects. Findings indicated a critical impact of material resources on the pupils' academic performance in these subjects. Kenya and Marsabit North Sub-county are not an exception and the government supplies curriculum support materials to all public primary schools but the supply is inadequate due to high enrolment which was occasioned by free primary education policy (Eshiwani, 2005). Learners when taught without teaching and learning materials tend to forget after a short span of time but when taught using instructional materials, they do not forget the concepts quickly. Learners will internalize the concepts and retain them for a long time which is an indication that a curriculum objective has been achieved by the teachers (Eshiwani, 2005). These findings affirm the fact that curriculum support materials are paramount since they have benefits which define their uniqueness in classroom instruction.

A study undertaken in Marsabit County by Onyango (2010) revealed that curriculum support materials offer teachers, as do pupils, with avenues by which information can be conveyed. This is due to the fact that such resources motivate learners to learn more and improve their retention of what is learnt and also promote and sustain pupils' interest. When a teacher uses inferior or lower quality and inadequate instructional materials, the curriculum objectives was not achieved hence performance in KCPE will be compromised. This was evidenced by low performance in the KCPE examinations (Onyango, 2010). However, Onyango (2010) as did other empirical researchers had not indicated how teachers' utilization of curriculum support materials provided by schools improves the performance in KCPE.

2.1.6 Promotion of School-Community Partnership and Performance in Kenya

Certificate of Primary Education

School-community partnership is key to the success of learners in any learning institutions. Stakeholders in primary school education are collective entities such as organizations, initiatives, committees, media outlets and cultural institutions. Berlin and O'Neal (2010) posit that these stakeholders have a stake in the primary school programmes and pupils. In other words, they have personal, professional, civic, financial interest or concern in the daily academic activities at the primary schools.

In keeping with these assertions, Berger (2011) conducted a study in New Jersey which revealed that stakeholder engagement is considered vital to the success and improvement of a school. Berger (2011) established that involvement of the broader community of the primary schools with it can improve communication and public understanding and allows for the incorporation of the perspectives, experiences and expertise of participating community members to improve reform proposals, strategies or processes geared towards the success of the primary schools. This points to the fact that collaboration among the stakeholders in primary school education is critical in determining its quality and how learners perform in examinations.

In the United States of America, a recurring theme in school-family literature is that parents, National education leaders and schools must forge collaborative partnerships in a reciprocal relationship (Coleman & Churchill, 2012). According to Epstein (2002), reciprocity promotes a view that education leaders, parents and teachers are responsible for the pupils they share. However, in Colombia, much responsibility has been shifted to teachers and quite a number of educators have not been able to understand teachers' and parents' perceptions and experiences of collaboration with national education leaders (Henderson & Berla, 2014).

An important finding of these studies is that the amount of education leaders' involvement declines with each grade level and investigations into school partnerships have revealed barriers to education leaders' involvement thus affecting academic performance of pupils, behaviour modification, provision of teaching and learning resources and proper nutrition and health care (Henderson & Berla, 2014). In total, this has impacted negatively on academic performance of pupils in primary schools. To lend credence to these assertions, Davies (2010) conducted a study in the Netherlands which revealed that collaboration between national education leaders is key to quality of primary school programmes.

Davies (2010) established that collaboration with stakeholders such as parents is paramount and cannot be taken for granted as they are the ones who send their pupils to school, pay their school levies and facilitate their learning at home alongside provision of basic needs such as proper food, shelter, clothing, proper health and security. Davies (2010) further noted that a parent is the first and most important teacher to a pupil because he or she provides early learning experiences that promote life skills, abilities and attitudes that form a foundation of their future success in school. This points to the fact that collaboration of national education leaders with parents play a critical point in creating a conducive learning environment for the pupils and highly contributes towards the academic performance and consequently, performance. In other words, parental participation is an important element of high-quality primary education.

In Kuala Lumpur, Haynes and Comer (2013) assert that research shows that families are critical to pupils' future success and thus education leaders who constantly consult families concerning education ensure quality of such primary school education programmes. These studies point to the fact that failure of national education leaders to earn cooperation from different stakeholders such as parents and the larger school

community in pupils' learning is eventually a recipe for compromised pupils' academic performance. However, the extent to which such cooperation enhances pupils' academic performance needs to be interrogated. To corroborate these assertions, Hoffman (2011) reports that, in India, the way primary school education centers work, relate with other organizations and the way the staff relate may have influence on service delivery. Primary school education centers are guided by policies in the way they work (Hoffman, 2011). According to Hoffman (2011), to improve the sustainability of primary school education policies, stakeholders must consider all aspects of the policy process.

In the same vein, a study conducted in the United States by Stacy and Annie (2010) examining efforts to enhance collaboration in districts and schools strongly indicates that purposefully building trust works. These findings are indicative of the fact that the weight of this accumulating evidence suggests that it is time to reverse course from the ineffective reliance on the coercive "sticks" that have dominated education policymaking to a new set of approaches that would promote effective teamwork and intensively collaborative practices.

In most countries in Sub-Saharan Africa, role of national education leaders in determining pupils' academic performance cannot be over-emphasized (France, 2013). For example, a study carried out by Asiyai (2014) in elementary schools in Delta Estate in Nigeria revealed that, in contemporary societies, parents, pupils, teachers and other education stakeholders have gained relevance as partners, from the moment they were given voice and empowered, and their participation increased and expanded to the most different areas. Asiyai (2014) underscored the fact that the role of media as opinion leaders as constructors of perceptions and public reputation is similar to stakeholders. However, national education leaders usually forget to use media for their own benefit to

inform the wider public on their needs and performances. Furthermore, the citizens as taxpayers, within their right to information, and interest in the outcomes of school education, should also be considered as stakeholders (Asiyai, 2014). This implies that, nevertheless, in a school leadership context where school autonomy is an axiom, education leaders and school leaders have to involve the above listed groups into leadership activities in different fields, depth and forms. Despite these observations, much still needs to be done since, considering all these fields of cooperation, national education leaders still face different kinds of challenges which range from staff attitude to limited understanding of the concept of collaboration.

To corroborate these viewpoints, Bridgemohan (2011) conducted a study 112 Primary schools in KwaZulu Natal Province in South Africa which underscored the fact that, among all the fields of potential cooperation, the cooperation between families, teaching staff and pupils is often the most critical. Bridgemohan (2011) pointed out that, during the last decades, changes in the families' structure and in social relationships, as well as the massive expansion of primary school schooling in response to the demand for increased opportunities for individual fulfilment and quality of life, have increased the intervention capacity of citizens in the public arena of school education.

Through this initiative, Bridgemohan (2011) argues that, more specifically, families have increased influence on the school life, in what concerns the primary school management and the services provided by primary schools. However, Bridgemohan (2011) noted that, as a consequence, some tension was introduced either by primary schools questioning the families' capacity to intervene in the schooling processes or by families questioning the quality of the primary school education services. From this perspective, this field of cooperation can be proved problematic in certain school contexts, though as Henderson and Mapp (2012) indicate, research has highlighted

the importance of a concerted school/ family interaction to improve the pupils' academic performance services and to foster learning. In Kenya and Marsabit North Sub-county, scenario is the same with national education leaders recognizing that learning is a social process and that the development of a 'culture of quality education and improvement' can only be achieved through collaboration (UNESCO, 2012). A study carried out by Nzomo (2015) revealed that collaborative parent-professional relationships is central to family-centered practice, the key philosophy which underpins primary school intervention service delivery. Nzomo (2015) established that, in primary schools where national education leaders are keen in facilitating collaboration among primary school education stakeholders, academic performance is manifest in pupils' learning outcomes.

Nzomo (2015) further established that the ultimate impact of intervention is dependent not only on the expertise of practitioners, but also on the quality and continuity of the personal relationship established between the service provider and the family that is being served. However, just like other empirical studies, Nzomo (2015) failed to interrogate the extent to which different dimensions of collaboration among national education leaders with other primary school education stakeholders influence pupils' academic performance. It was not clear on which activities and initiatives national education leaders ought to collaborate with primary school education stakeholders to result into improved KCPE performance.

2.2 Theoretical Literature Review

This study was guided by two theories. These included; the systems theory and academic achievement theory.

2.2.1 The Systems Theory

This study was based on the systems theory which was postulated by Luhmann (2004). The systems theory is an approach to organizations which likens an organization to an organism with interdependent parts, each with its own specific function and interrelated responsibilities. All parts of the organization are interconnected and interdependent. The school as an organization is an open system, which interacts with the environment and is continually adapting and improving. According to Luhmann (2004), the theory is applicable in a school set up as an organization in that the school as an open system receives inputs from the environment. This implies that students from the larger societal environment go to school with a host of their own beliefs, goals and hopes, but become changed individuals as a result of educational experiences in school which are acquired through interaction with the school administration, teachers and students, which also include monitoring and correcting learner behavioural issues.

Luhmann (2004) asserts that the interaction between teachers and students and other stakeholders also incorporates monitoring of students' behaviour and appropriate correction of any behaviour problems that may be noted among the students. According to Luhmann (2004), this means that if the school as an organization is to be effective in the management of school behaviour, it must pay attention to changes in the external environment and take steps to adjust itself to accommodate the changes in order to remain relevant.

In the context of this study, some of the changes may include policy changes, policy requirements and legislative requirements that may require appropriate response of national education leaders which could contribute towards improved academic performance in primary schools. These may include pupils' discipline management strategies, capacity building for staff, teachers' utilization of curriculum support

materials and promotion of school-community partnership. For instance, controlling media influence, easy availability and easy accessibility to instructional materials, interaction of pupils with members of the community, technological advancement and receiving information from pupils as to why they fail in examinations are key management issues which may lead to an improvement in academic performance in primary schools. Thus, the relevance of Luhmann's (2004) theory in this study was that, in order to realize educational goals witnessed through improved learner performance, the national education leaders must undertake a set of activities which include pupils' discipline management strategies, capacity building for staff, teachers' utilization of curriculum support materials and promotion of school-community partnership. This means that school management through the national education leaders such as headteachers influence academic performance in primary schools.

2.2.2 The Academic Achievement Theory

The study was also guided by Walberg's academic achievement theory. This theory posits that learners' psychological traits coupled with their immediate learning environments influence educational outcomes. Walberg (2012) proposed nine main aspects which impact on learners' educational outcomes. These include; learners' ability or prior achievement, motivation, age or developmental level, quantity of instruction, quality of instruction, classroom climate, parental involvement, home environment, peer group, and exposure to mass media outside of school. Walberg (2012) show that psychosocial characteristics of classroom learning environments demonstrate incremental validity in predicting learner achievement. In this study, to increase educational productivity and efficiency, educational process goals as well as achievement goals must be considered. Thus, the relevance of this theory is that educational process goals are interpreted to include learner perceptions of the social

environment, creativity, self-concept, participation in extra-curricular activities, and interest in subject matter. That is, ignoring these perceptions and experiences in favour of traditional goals measured by test scores decrease motivation and lower educational achievement.



2.3 The Conceptual Framework

The conceptual framework was based on management of national education leaders' programmes reflected through discipline management strategies, capacity building of staff, teachers' utilization of curriculum support materials and promotion of school-community partnership which were the independent variables whereas performance in KCPE was the dependent variable. Intervening variables were government policy and stakeholders' support as shown in Figure 1:

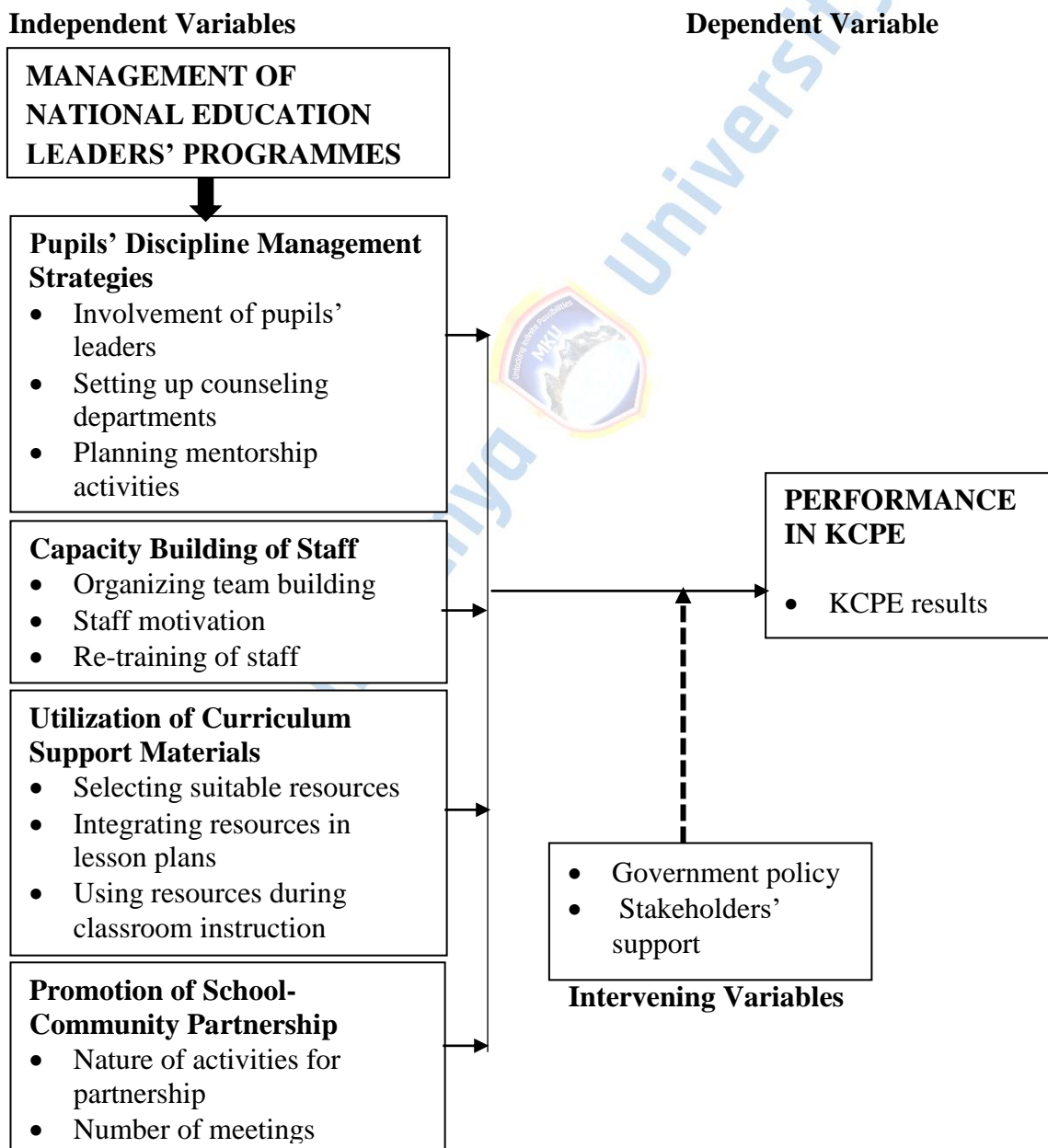


Figure 1: The Conceptual Framework of the Study
Source: Researcher (2024)

2.4 Research Gaps

From the literature review, it is evident that management of national education leaders' programmes plays an important role in improving academic performance in primary schools. However, the literature review has revealed numerous knowledge and research gaps. For example, on pupils' discipline management strategies and academic performance, Bwana (2015) found that instances of pupils' indiscipline and indiscipline in public primary schools in Marsabit North Sub-county have been on the rise up to 45.1%. According to Bwana (2015), Marsabit North Sub-county has witnessed 34.9% cases of drug and substance abuse among pupils, 56.1% instances of teenage pregnancy, 44.3% cases of bullying and violence among pupils and 54.3% cases of pupils' strikes in primary schools. However, Bwana (2015), as well as other reviewed empirical studies had not exhaustively interrogated the extent to which management of pupils' discipline has influenced their academic performance in public primary schools.

On capacity building of staff and academic performance, Gumo (2010) asserts that training teachers who passed with high grades in primary school will ensure that the quality of teachers trained is of high standards. However, much still needs to be done since Gumo (2010), as did other empirical studies, had not interrogated how different aspects of capacity building of staff contribute to their input in enhancing pupils' academic achievement in primary schools.

On teachers' utilization of curriculum support materials and academic performance, a study undertaken in Marsabit County by Onyango (2010) revealed that curriculum support materials offer teachers, as do pupils, with avenues by which information can be conveyed. However, Onyango (2010), as did other empirical researchers, has not indicated how teachers' utilization of curriculum support materials provided by schools improves the performance in KCPE.

On promotion of school-community partnership and academic performance, Nzomo (2015) established that, in primary schools where national education leaders are keen in facilitating collaboration among primary school education stakeholders, academic performance is manifest in pupils' learning outcomes. Nzomo (2015) further established that the ultimate impact of intervention is dependent not only on the expertise of practitioners, but also on the quality and continuity of the personal relationship established between the service provider and the family that is being served.

However, just like other empirical studies, Nzomo (2015) failed to interrogate the extent to which different dimensions of collaboration among national education leaders with other primary school education stakeholders influence pupils' academic performance. It is not clear on which activities and initiatives national education leaders ought to collaborate with primary school education stakeholders to result into improved KCPE performance. These were the research gaps which the study sought to address.

2.5 Summary of Literature Review

Reviewed of related literature has revealed academic performance of public primary schools is low and has been on a decreasing trend for the last five years. To mitigate this, stakeholders introduced national education leaders' programmes aimed at pairing performing and non-performing primary schools. This meant to enable non-performing primary schools to learn from the performing and share ideas. This revolves around strategies of managing pupils' discipline, capacity building of staff, teachers' utilization of curriculum support materials and promotion of school-community partnership. However, much still needed to be done to interrogate how each of the aforementioned programmes and activities influence academic performance in public primary schools, thus, the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research methodology that was used to carry out the study. It focuses on the research design, location of the study, target population, sample size and sampling procedures, research instruments, piloting of research instruments, validity, reliability, credibility, dependability, data collection procedures, data analysis procedures as well as ethical considerations.

3.1 Research Methodology

To provide an expanded understanding of the research problem, the study used mixed methodology which employed quantitative and qualitative methods. This approach was suitable since this study involved collection and analysis of both quantitative and qualitative data in a single study. In this study, the researcher used the strength of both quantitative and qualitative approaches to reinforce each other. According to Creswell (2014), in quantitative method, the researcher asks specific questions and collects quantifiable data from a large number of participants. In this case, data were collected using questionnaires. At the same time, qualitative data were collected by relying on the views of participants and collecting data consisting largely of words from the participants. In this case, data were collected using interviews.

3.2 Research Design

The study adopted concurrent triangulation research design to implement both quantitative and qualitative methods. This is because according to Creswell (2014), to address the quantitiveness aspect, concurrent triangulation research design uses a quantitative research method by collecting quantifiable information to be used for statistical analysis of the sample.

On the other hand, to address the aspect of qualitiveness, it can also be carried out using the qualitative research method, to properly describe the research problem. Thus, this research design was suitable in this study since it resulted in well-validated and substantiated findings since there were no interactions between respondents filling questionnaires and those being interviewed. Furthermore, this design was suitable for this study since it enabled the researcher to collect both quantitative and qualitative data.

3.3 Location of Study

The study was carried out in Marsabit North Sub-county in Marsabit County. The sub-county has an approximate population of 54, 297 persons and covers an area of 19, 836.8 km², that is, a population density of 3 persons per km² (KNBS, 2019). The main economic activities in this county are pastoralism, trade and subsistence agriculture. However, in Marsabit North Sub-county, public primary schools still register low academic performance in national examinations. As noted earlier, Ministry of Education (2023) indicates that public primary schools in Marsabit North Sub-county registered 9.9% in KCPE in 2019, 9.7% in 2020, 7.9% in 2021, 6.8% in 2022 and 6.4% in 2023. Despite these findings, many empirical studies have not exhaustively interrogated the extent to which activities during the management of national education leaders' programmes influences academic performance in public primary schools. This informed the researcher's focus on Marsabit North Sub-county as the location of study.

3.4 Target Population

Marsabit North Sub-county has 18 public primary schools and thus, the target population will be 147 respondents which comprised 18 headteachers, 120 teachers and nine (9) Coordinators of Public Benefits Organizations (PBOs) in Marsabit North Sub-county as shown in Table 2:

Table 2: Target Population of the Study

Respondents	Target Population
Headteachers	18
Teachers	120
Coordinators of Public Benefits Organizations (PBOs)	9
Total	147

Source: Marsabit North Sub-county Education Office (2024)

3.5 Sampling Procedures and Sample Size

The researcher used the Yamane's Formula for sample size determination to calculate the sample size for this study. The procedure was as shown below:

$$N_0 = \frac{N}{1 + N(e^2)}$$

Where, N_0 = desired sample size at 95% confidence interval

N = Target Population

e = Confidence level of 5% (decimal equivalent is 0.05)

Thus, desired sample was:

$$N_0 = \frac{147}{1 + 147(0.05)^2}$$

$$N_0 = 108 \text{ respondents}$$

Cluster sampling was applied to create three clusters based on the number of zones (Turbi, Maikona and Hurri) in Marsabit North Sub-county. This sampling method ensured samples obtained were homogeneous, uniform and has high degree of proportional representation from every zone. From each zone, three (3) headteachers and three (3) Coordinators of PBOs were sampled using purposive sampling considering schools which have registered low academic grades in KCPE for the last five years (2019-2023). This is because according to Creswell (2014), the goal of purposive sampling is to make sure that one adequately understands the variation in the phenomenon of interest in the setting and to test the developing ideas about the setting.

However, from each zone, simple random sampling was applied to select 30 teachers to avoid feelings of bias and favouritism. This sampling procedure realized a sample size of nine (9) headteachers, 90 teachers and nine (9) Coordinators of PBOs as shown in Table 3;

Table 3: Sampling Grid

Respondents	Target Population	Sample Size	Sampling Techniques
Headteachers	18	9	Purposive sampling
Teachers	120	90	Simple random sampling
Coordinators of Public Benefits Organizations	9	9	Purposive sampling
Total	147	108	

Source: Researcher (2024)

3.6 Research Instruments

These are tools which were used to gather information about the specific set themes of research objectives. These included questionnaire for students and interview guides for headteachers and teacher-counselors. There was also document analysis guide.

3.6.1 Questionnaire for Teachers

The researcher used a questionnaire with close-ended test items to collect quantitative data from teachers. This is because according to Morse (2010), a questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents and is often designed for statistical analysis of the response. The questionnaire was divided into two sections. The first section consisted of information on respondents' demographic profiles, while the second part contained 5-point Likert Scale type of questions based on the research objectives.

3.6.2 Interview Guide for Headteachers and Coordinators of PBOs

In this study, the researcher used structured interview guides with open-ended test items to gather qualitative information from headteachers and Coordinators of PBOs. Structured interviews were important for this study since they enabled the researcher to ask probing and supplementary questions.

3.6.3 Document Analysis Guide

The study also involved going through pupils' performance in KCPE to check the trends of results for the last five years (2016-2020). This information was useful in corroborating the information from headteachers and teachers as far as academic performance of pupils in different public primary schools is concerned.

3.7 Piloting of Research Instruments

Piloting of research instruments was conducted among 11 respondents from a sample of public primary schools from Marsabit North Sub-county since according to Kothari (2005), pilot sample should constitute 10% of the study sample (10.0% of 108). The purpose of piloting was to check on suitability and the clarity of the questions on the instruments designed, relevance of the information being sought and the appropriateness of the language used. The results of the piloting were also used to pretest the research instruments in order to validate and ascertain their reliability.

Piloting also anticipated the problems or challenges the respondents would encounter such as interpretation while filling the questionnaires and time management for the data collection. In addition, the interview schedules were given trial runs to ensure that questions were clearly worded and drew appropriate range of responses which assisted the researcher to identify areas of revision. The respondents in the piloting were not involved in the main study to avoid bias.

3.7.1 Validity

To ensure validity of the research instruments, triangulation of data collected through multiple methods was conducted. This strategy was used to improve the internal validity of the instruments. After interviewing, the researcher transcribed the interview data and sent them back for member checking. Peer debriefing method was also applied to ensure accuracy of the results. This involved review of the data by experts in area of research being explored. The experts reviewed and asked questions about methods and interpretations. Their comments, views and suggestions were used to revise the instruments.

3.7.2 Reliability

Test re-test technique was used to establish reliability of the test items. In this case, the test items were administered twice to a group of respondents at intervals of two weeks. Pearson's Product Moment Correlation Method was used to establish the reliability index between the two scores. The closer the reliability coefficient is to 1, the higher internal consistency of the test items in the scale. In this study, a reliability coefficient, $r = 0.725$, was obtained, which indicated high internal reliability and was acceptable. This because according to Kothari (2005), any reliability coefficient value between 0 and 1 implies high internal consistency.

3.7.3 Credibility

The credibility of instruments was ascertained by data triangulation through multiple analysis because the participants and readers were the only ones who could reasonably judge the credibility of the results. The credibility was involved in establishing that the results of the research are believable by relying more on quality of work and not the quantity.

According to Creswell (2014), credibility is involved in establishing that the results of the research are believable by depending more on the richness of the information gathered, rather than the amount of data gathered.

3.7.4 Dependability

In this study, to guarantee dependability, each qualitative data collection process was reported in detail to enable the researcher to repeat the inquiry and achieve similar results. According to Kothari (2005), dependability ensures that the research findings are consistent and could be repeated. This was measured by the standard of which the research was conducted, analyzed and presented. Each process in the study was reported in detail to enable the researcher to repeat the inquiry and achieve similar results. This also enabled researcher to understand the methods and their effectiveness.

3.8 Data Collection Procedures

The researcher sought an introductory letter from The School of Postgraduate Studies of Mount Kenya University and Authorization Letter and Research Permit from National Commission for Science, Technology and Innovation. The researcher also obtained an authorization letter from The County Commissioner and County Director of Education, Marsabit. After obtaining research permits and letters of authorization, the researcher then booked appointments with the respondents to administer questionnaires and conduct interviews to collect prerequisite data for the study. The questionnaires were administered to the respondents to collect quantitative data with the help of a research assistant who was trained for five days on the contents of the questionnaire. The duly filled questionnaires were collected and safely stored for data analysis. At the same time, the interviews were conducted to collect qualitative data from the respondents and perused through records to ascertain performance of learners in KCPE.

3.9 Data Analysis Procedures

Data analysis began by identifying common themes from the respondents' description of their experiences. Relevant information was broken into phrases or sentences, which reflected a single, specific thought. The responses to the close-ended items were assigned codes and labels. Frequency counts of the responses were obtained to generate information about the respondents. Qualitative data were analyzed thematically along the study objectives and presented in narrative forms. Quantitative data were analyzed descriptively using frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis in Statistical Packages for Social Science (SPSS Version 25). The quantitative findings of the study were presented using tables.

3.10 Ethical Considerations

Ethical considerations in research involve outlining the content of research and what was required of participants, how informed consent was obtained and confidentiality ensured.

3.10.1 Access to the Study sites

The researcher sought permission from the university, National Commission for Science, Technology and Innovation, make formal introduction and present the letter of authorization from the County Commissioner and County Director of Education, Marsabit.

3.10.2 Confidentiality and Privacy

The researcher ensured that any information given by the respondents that touched on their personal or their private life was kept confidential. The respondents were assured that no identifying information about them would be revealed in written or other communication. Concerning confidentiality, the respondents were assured that the information provided would only be used for the stated purpose.

3.10.3 Anonymity

The researcher assured the respondents that their individual identities would not be revealed whatsoever. Besides, no identifying information about the individual or the institution would be revealed in written or other communication.

3.10.4 Informed Consent

The nature and the purpose of the research were explained to the respondents by the researcher. The researcher explained to the respondents the procedure to be followed during the data collection so that they could participate willingly. In this case, the respondents were required to fill the informed consent form affirming their willingness to participate in the study and volunteer honest information (Appendix II). Their participation was voluntary and they could change their mind and withdraw at any time before and during the study and that there was no victimization.

3.9.5 Plagiarism

The study ensured that no information is copied directly from other sources to guarantee originality and uniqueness of the study. To achieve this, the research project was subjected to Turnitin software for testing the levels of similarity.

3.10.6 Mien and Decorum

The researcher looked decent or pleasant and observed acceptable mannerisms before and after interacting with the participants in the institutions where the research took place and even throughout the research process. The researcher upheld utmost decorum, traits according to the customs of society and appropriate code of conduct as expected in the field of research.

3.10.7 Storage of Data Collected

The raw data collected were filed for easy reference. Once the data were analyzed, computer print-outs were filed while softcopies were stored in storage devices such as CDs and flash discs.

3.10.8 Safety of Stored Data

In order to protect raw and processed data, computer password was designed to limit unauthorized access to the stored data.



CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents the findings of the study. For clarity and chronology, it is arranged according to the four research questions that the study sought to answer. In the first section, however, demographic information about the respondents is presented, because it might be pertinent in interpreting the data that they provided.

4.1 Response Rate

In this study, 90 questionnaires were administered to teachers and, in return, 87 questionnaires were filled and returned. The researcher also interviewed 7 headteachers and 7 coordinators of Public Benefits Organizations (PBOs). This yielded response rates shown in Table 4;

Table 4: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Headteachers	9	7	77.8
Teachers	90	87	99.7
Coordinators of PBOs	9	7	77.8
Total	108	101	93.5

Source: Field Data (2024)

Table 4 shows that headteachers registered a response rate of 77.8%, teachers registered a response rate of 99.7% whereas Coordinators of PBOs registered a response rate of 77.8%. This yielded an average response rate of 93.5%, which is consistent with the assertions of Creswell (2014) that a response rate above 75.0% is adequate. This information was important since it allowed the researcher to generalize the study outcomes to the target population.

4.2 Respondents' Demographic Information

The research instruments solicited demographic information of the respondents. These included gender and level of education. This was necessary because this variable could influence their ability to supply credible information about the research objectives.

4.2.1 Gender of the Respondents

Information about the distribution of the respondents by gender was collected and the results are shown in Table 5:

Table 5: Distribution of the Respondents by Gender

Gender	Headteachers		Teachers		Coordinators of PBOs	
	f	%	f	%	f	%
Male	6	85.7	72	82.8	5	71.4
Female	1	14.3	15	17.2	2	28.6
Total	7	100.0	87	100.0	7	100.0

Source: Field Data (2024)

Table 5 indicates that majority, 6(85.7%), of the headteachers were male whereas female headteachers constituted 1(14.3%). Similarly, most of the teachers, 72(82.8%), of the teachers were male with 15(17.2%) being female. In the same token, most, 5(71.4%), of the Coordinators of PBOs were male whereas their female counterparts constituted 2(28.6%). These data reveal that there was adequate gender parity at all levels of the study. These data attest to the fact that the extent to which management of national education leaders' programmes influences performance of schools in Kenya Certificate of Primary Education concerns both male and female stakeholders.

4.2.2 Respondents' Level of Education

The research instruments also elicited information on the respondents' level of education since this variable could influence their ability to supply credible information about the research objectives. The results are shown in Table 6;

Table 6: Respondents' Level of Education

Level of Education	Headteachers		Teachers		Coordinators of PBOs	
	f	%	f	%	f	%
Certificate	0	0.0	45	51.7	0	0.0
Diploma	2	28.6	24	27.6	1	14.3
Bachelors' Degrees	4	57.1	11	12.6	4	57.1
Postgraduate	1	14.3	7	8.1	2	28.6
Total	7	100.0	87	100.0	7	100.0

Source: Field Data (2024)

Table 6 shows that slightly more than half, 4(57.1%), of the headteachers had Bachelors' Degrees, 2(28.6%) had Diplomas whereas 1(14.3%) had postgraduate qualifications. However, majority of the teachers, 45(51.7%), had certificate qualifications, 24(27.6%) had Diplomas, 11(12.6%) had Bachelors' Degrees, whereas a paltry 7(8.1%) had postgraduate qualifications. This information reveals that the respondents in the study had basic education which reinforced the expectations that they would be competent to respond to research questions concerning the extent to which management of national education leaders' programmes influences performance of schools in Kenya Certificate of Primary Education.

4.3 Status of Performance in KCPE in Public Primary Schools

The study sought to assess the status of performance in KCPE in public primary schools in Marsabit North Sub-county. This was measured by taking stock of the trend of pupils' performance in KCPE for the last five years (2019-2023). Results are shown in Table 7;

Table 7: KCPE Performance in Public Primary Schools in Marsabit North Sub-county between 2019 and 2023

KCPE Results in Mean Score (Points)	Years of Examination				
	2019 %	2020 %	2021 %	2022 %	2023 %
1-200 marks (Poor)	40.2	43.5	44.2	47.3	48.9
201-250 points (Below Average)	36.9	35.1	34.9	33.5	32.5
251-300 marks (Fair)	15.4	15.1	14.8	13.7	13.4
301-350 marks (Good)	5.3	4.4	4.3	3.8	3.6
351-400 marks (Excellent)	2.2	1.9	1.8	1.7	1.6

Source: Filed Data (2024)

Table 7 shows that, on average, academic performance of pupils in KCPE has been on a decreasing trend for the last five years (2019-2023). These findings are consistent with the assertions of Babalola (2018) that performance entails producing pupils with quality grades in internal and national examinations. In the same token, these findings are consistent with the views expressed in Nigeria by Onuma (2016) that low teacher productivity on pupils' educational outcomes, manifested in skills acquisition, repetition, and dropout rates. This is also in line with the findings of a report by Ndlovu (2019) which revealed that, the Senior School Certificate Examination (SSCE) in South Africa, in 2015, 64.9% of candidates experienced failure in the English Language examination, while only 9.71% managed to pass with grades ranging from A1 to C6.

The situation in Mathematics was equally troubling, with a notable 50.35% of candidates failing. Subsequent years exhibited a fluctuating trend in the failure rates for English Language, with 64%, 42.6%, and 33.8% failures recorded in 2016, 2017, and 2018, respectively (Ndlovu, 2019). These findings corroborate the findings of a study carried out in Makuani County by Kimayu (2018) who also established that, in public primary schools, 59.3% of pupils register low grades in national examinations. This is also consistent with the findings of a report by MoE (2023) that the performance of

pupils in Marsabit North Sub-county in KCPE has been on a downward trend. In summary, these findings point to the fact that instances of low performance in national examinations in public primary schools has become a problem.

4.4 Pupils' Discipline Management Strategies and Performance in KCPE

The study sought to examine how pupils' discipline management strategies and performance in KCPE Descriptive data were collected from teachers and results are shown in Table 8;

Table 8: Teachers' Views on the Influence Pupils' Discipline Management Strategies and Performance in KCPE

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Teachers always involve pupils' leaders as a way of reducing cases of indiscipline and improve learners' academic performance	60.2	9.5	3.9	7.8	18.6
In public primary schools, teachers have set up counselling departments to handle daily behavioral challenges among pupils and improve their performance	53.7	9.1	3.0	12.1	22.1
In public primary schools, teachers usually plan for mentorship programmes to help shape pupils' behaviour patterns and thus perform better in examinations	77.1	5.2	3.9	10.0	3.8
Public primary schools' headteachers adopt collaborative management approach which allow pupils to air their grievances as a way of helping them perform better in examinations	35.1	8.2	4.8	46.3	5.6
Despite putting disciplinary measures to shape pupils' behaviour, their academic performance is still low	51.1	8.7	4.3	26.4	9.5

Source: Field Data (2024)

Table 8 shows that 53(60.2%) of teachers strongly agreed with the view that, teachers always involve pupils' leaders as a way of reducing cases of indiscipline and improve learners' academic performance as did 8(9.5%) who agreed. However, 3(3.9%) were undecided, 7(7.8%) disagreed whereas 16(18.6%) strongly disagreed.

Slightly more than half, 47(53.7%) of the teachers strongly agreed with the view that, in public primary schools, teachers have set up counselling departments to handle daily behavioral challenges among pupils and improve their performance while 8(9.1%) agreed. However, 3(3.0%) were undecided, 11(12.1%) disagreed whereas 19(22.1%) strongly disagreed. The study also revealed that 67(77.1%) of the teachers strongly agreed with the view that, in public primary schools, teachers usually plan for mentorship programmes to help shape pupils' behaviour patterns and thus perform better in examinations. On the same breath, 5(5.2%) agreed. However, 3(3.9%) were undecided, 9(10.0%) disagreed whereas 3(3.8%) strongly disagreed.

The study further revealed that 31(35.1%) of the teachers strongly agreed with the view that public primary school headteachers adopt collaborative management approach which allow pupils to air their grievances as a way of helping them perform better in examinations whereas 7(8.2%) agreed, 4(4.8%) were undecided, 40(46.3%) disagreed whereas 5(5.6%) strongly disagreed. Majority, 44(51.1%) of the teachers strongly agreed with the view that, despite putting disciplinary measures to shape pupils' behaviour, their academic performance is still low whereas a paltry 8(8.7%) agreed. At the same time, 4(4.3%) were undecided, 23(26.4%) disagreed whereas 8(9.5%) strongly disagreed.

These findings corroborate the findings of research carried out by Smith (2021) which revealed that schools that struggle with discipline management often experience decreased pupil engagement and motivation, leading to poor academic outcomes. In the same token, research by Brown and Clark (2020) further emphasized that classroom environments characterized by frequent disruptions, such as bullying, truancy, and defiance, result in reduced instructional time, which directly affects pupils' preparation and performance in examinations.

These findings further lend credence to the findings of a study carried out by Garcia (2022) which indicated that effective discipline management is a critical factor in creating a conducive learning environment. Garcia (2022) further found that schools with well-structured disciplinary policies tend to have higher examination scores compared to those with inconsistent or overly punitive measures. The study argued that when disciplinary issues are inadequately addressed, teachers are often distracted from their primary role of delivering quality instruction, leading to a decline in pupil performance.

This was also consistent with the findings of a study conducted by Johnson and Lee (2021) who also established that absence of effective discipline management strategies can foster a negative school climate, which adversely affects pupils' psychological well-being and academic focus. This, in turn, reduces pupils' ability to concentrate and perform optimally during examinations. The findings collectively indicate that improving discipline management practices is essential for enhancing pupils' academic outcomes and creating a stable learning environment conducive to academic success. Overall, managing learner discipline is a persistent challenge in schools, and its impact on academic performance is evident in the reduction of instructional time, poor pupil engagement, and an overall decline in examination outcomes.

4.4.1 Inferential Analysis

To verify the influence of pupils' discipline management strategies and performance in KCPE, data were collected on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) headteachers of the 7 sampled public primary schools use different discipline management strategies such as involvement of pupils' leaders, counselling and mentorship activities and performance in KCPE for the last five years (2019-2023). Results are shown in Table 9:

Table 9: Pupils' Discipline Management and Performance in KCPE (2019-2023)

Frequency of Use of Different Discipline Management Strategies	KCPE Performance (meanscores)				
	2019	2020	2021	2022	2023
1	197	196	194	174	188
2	83	94	91	95	96
3	129	132	130	116	96
4	346	321	320	350	330
2	130	180	155	168	169
4	196	238	222	231	229
3	155	145	143	151	143

Source; Field Data (2024)

Table 9 shows that, in public primary schools where headteachers adopted different forms of disciplinary measures, performance in KCPE is high. This further indicates that improved learner discipline significantly enhances academic performance by fostering a conducive environment for learning and concentration. When pupils adhere to structured routines, respect rules, and manage their time effectively, disruptions decrease, allowing them to focus more on their studies. This disciplined approach not only helps learners maintain consistency in completing assignments but also cultivates a positive attitude towards education.

Additionally, discipline encourages self-motivation and responsibility, which are crucial for setting academic goals and achieving them. Consequently, a disciplined learning environment promotes better engagement, reduces absenteeism, and ultimately leads to improved academic outcomes and holistic pupil development. The data above were run in the Pearson's Product Moment Correlation Test Analysis and results are shown in Table 10:

Table 10: Relationship between Pupils' Discipline Management Strategies and Performance in KCPE

		X1	B	C	D	E	F
X1	Pearson Correlation	1	.635**	.622**	.587**	.598**	.601**
	Sig. (2-tailed)		.013	.023	.034	.042	.029
	N	7	7	7	7	7	7
B	Pearson Correlation	.635**	1	.959**	.932**	.937**	.912**
	Sig. (2-tailed)	.013		.000	.000	.000	.000
	N	7	7	7	7	7	7
C	Pearson Correlation	.622**	.959**	1	.964**	.953**	.948**
	Sig. (2-tailed)	.023	.000		.000	.000	.000
	N	7	7	7	7	7	7
D	Pearson Correlation	.587**	.932**	.964**	1	.951**	.962**
	Sig. (2-tailed)	.034	.000	.000		.000	.000
	N	7	7	7	7	7	7
E	Pearson Correlation	.598**	.937**	.953**	.951**	1	.979**
	Sig. (2-tailed)	.042	.000	.000	.000		.000
	N	7	7	7	7	7	7
F	Pearson Correlation	.601**	.912**	.948**	.962**	.979**	1
	Sig. (2-tailed)	.029	.000	.000	.000	.000	
	N	7	7	7	7	7	7

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

Key: X1- Pupils' Discipline Management Strategies; B, C, D, E and F-Performance in KCPE for the Years 2019 to 2023 respectively.

Table 10 shows a Pearson Product Moment Correlation Test Analysis which generated correlation coefficients of $r_1 = 0.635$, $r_2 = 0.622$, $r_3 = 0.587$, $r_4 = 0.598$ and $r_5 = 0.601$ with corresponding p-values of 0.013, 0.023, 0.034, 0.043 and 0.029 respectively. This further indicates that there is a statistically significant influence of pupils' discipline management strategies adopted by headteachers on performance in KCPE. From these findings, it is evident that effective discipline management strategies significantly influence academic performance by creating a structured learning environment that promotes focus and minimizes disruptions.

Well-implemented strategies such as positive reinforcement, clear behavioral expectations, and consistent consequences help cultivate a culture of respect, accountability, and motivation among pupils. This structured environment enhances concentration and engagement, allowing pupils to better absorb instructional content

and participate actively in class. Furthermore, managing discipline effectively reduces incidences of absenteeism and disengagement, which are closely linked to lower academic achievement. Therefore, disciplined classrooms foster better learning outcomes, ultimately contributing to improved academic performance for all pupils.

4.4.2 Thematic Analysis

During the interviews, the headteachers and Coordinators of PBOs also noted that teachers always involve pupils' leaders as a way of reducing cases of indiscipline and improve learners' academic performance. Headteacher, H1, stated;

In my primary school, we actively involve pupils' leaders in addressing indiscipline cases. This approach has significantly improved not just their behavior but also their academic performance. When pupils see their peers take responsibility, they tend to be more compliant and focused.

On their part, the Coordinators of PBOs stated that, by involving leaders of pupils or their prefects who act as role models and guides, pupils are bale to manifest desirable behaviour patterns, which in turn, reflects in their performance in examinations. On setting up counselling departments, the interviewees also noted that schools have developed these units with an aim of managing pupils' behaviour and helping them set career goals. Headteacher, H2, noted;

In my school, we have set up a counseling department which has been pivotal in managing daily behavioral issues among pupils. It has provided a structured avenue for addressing minor concerns before they escalate. Teachers no longer spend excessive time on discipline, and this has had a positive effect on academic results.

Similar views were expressed by the Coordinators of PBOs who stated that public primary schools have set up counselling units to help shape learners' behaviour and set career goals. The interviewees also noted that, though not regular, schools organize mentorship programmes to help shape pupils' behaviour patterns and thus perform better in examinations. Coordinator of PBO, PBO1, noted;

Mentorship programs are integral to school strategy. By connecting pupils with role models, we shape positive behaviors that translate into better performance in examinations. These sessions encourage pupils to view education positively and help us build a culture of excellence.

The interviewees also stated that headteachers adopt collaborative management approach which allow pupils to air their grievances as a way of helping them perform better in examinations. Headteacher, H3, stated;

In my school, I always involve all stakeholders, especially pupils, in the management of pupils' discipline. This has given pupils in my school a voice in the decision-making process. When they feel heard, they are more likely to adhere to school policies, and this has improved not only their discipline but also their academic outcomes.

Despite these contradictions in views of respondents, these findings further validate Smith's (2021) assertions that schools struggling with discipline management often see reduced learner engagement and motivation, leading to poor academic performance. Similarly, they align with the arguments of Brown and Clark (2020), who highlighted that classroom settings frequently disrupted by issues such as bullying, truancy, and defiance suffer from diminished instructional time, directly impacting pupils' preparation and examination performance.

These diverse findings suggest that the lack of effective discipline management strategies can contribute to a negative school atmosphere, which negatively impacts students' psychological well-being and academic focus. Consequently, this diminishes students' capacity to concentrate and perform well in exams. Therefore, enhancing discipline management practices is crucial for improving pupils' academic outcomes and establishing a stable learning environment conducive to success.

4.5 Capacity Building of Staff and Performance in KCPE

The study sought to assess how capacity building of staff and performance in KCPE. Results are shown in Table 11;

Table 11: Teachers’ Views on the Influence of Capacity Building of Staff and Performance in KCPE

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Teachers have attended team building organized for staff by their primary schools and have equipped them with new skills to help improve their learners’ performance	67.5	7.8	3.9	11.7	9.1
In public primary schools, teachers are rarely motivated as a way of boosting work morale towards improving academic performance	50.6	9.1	6.1	19.9	14.3
Teachers have undergone re-training as a way of improving their teaching skills and enhance academic performance of my pupils in their primary schools	67.5	7.4	4.8	14.7	5.6
Teachers have attended capacity building which have equipped them with new skills to help improve their learners’ academic performance	40.7	4.3	2.6	46.8	5.6
In public primary schools, capacity building for staff has not been embraced as a tool for sharpening teaching skills and efficiency for staff	39.4	6.1	5.2	41.6	7.7

Source: Field Data (2024)

Table 11 shows that 59(67.5%) of the teachers strongly agreed with the view that teachers have attended team building organized for staff by their primary schools and have equipped them with new skills to help improve their learners’ performance while 7(7.8%) agreed. However, 3(3.9%) were undecided, 10(11.7%) disagreed whereas 8(9.1%) strongly disagreed. These findings corroborate the findings of a study carried out by Jones and Martin (2021) who revealed that team-building initiatives in primary schools have shown significant promise in promoting collaborative learning among teachers, which in turn influences their teaching strategies. The study found that teachers who participated in structured team-building sessions reported increased confidence in adopting new instructional methods and employing collaborative

problem-solving approaches. Similarly, a study by Williams et al. (2022) indicated that team-building exercises helped reduce professional isolation and encouraged the sharing of best practices, which enhanced teachers' pedagogical knowledge and classroom management skills. The research also highlights that team-building activities contribute to a positive school culture, which is essential for teachers' continuous professional growth. These findings affirm the fact that, by providing opportunities for teachers to build trust and share experiences in a non-threatening environment, these activities help in breaking down barriers that often hinder effective communication and collaboration. In other words, when teachers work cohesively, they are better equipped to identify and address the diverse needs of learners, thus fostering a more inclusive and supportive learning environment.

The study also found out that 44(50.6%) of the teachers strongly agreed with the view that, in public primary schools, teachers are rarely motivated as a way of boosting work morale towards improving academic performance while 8(9.1%) agreed. However, 5(6.1%) were undecided, 17(19.9%) disagreed whereas 12(14.3%) strongly disagreed. These findings support the findings of a study carried out by Johnson and Stevens (2021) who established that motivated teachers are more engaged in classroom activities, employ innovative teaching strategies, and foster positive student-teacher relationships, all of which contribute significantly to improved academic performance. However, a recurring issue in educational institutions is the lack of adequate motivational strategies tailored to enhance teachers' morale.

In the same token, a study conducted by Smith and Murray (2020) also found that absence of recognition, insufficient professional development opportunities, and a lack of administrative support have been identified as primary contributors to low motivation among teachers.

Despite these findings, the study found that many public primary schools continue to overlook the importance of teacher motivation, resulting in a persistent gap between potential and actual academic achievements. The study also revealed that 59(67.5%) of the teachers strongly agreed with the view that teachers have undergone re-training as a way of improving their teaching skills and enhance academic performance of their pupils in their primary schools while 6(7.4%) agreed. However, 4(4.8%) were undecided, 13(14.7%) disagreed whereas 5(5.6%) strongly disagreed. The study found that 35(40.7%) of the teachers strongly agreed with the view that teachers have attended capacity building which have equipped them with new skills to help improve their learners' academic performance whereas 4(4.3%) agreed. At the same time, 2(2.6%) were undecided, 41(46.8%) disagreed whereas 5(5.6%) strongly disagreed.

These findings are consistent with the findings of research conducted by Smith and Brown (2020) who established that teacher re-training programmes are key enhancing teaching effectiveness and improving academic outcomes in primary schools. Smith and Brown (2020) further found that continuous professional development plays a critical role in equipping teachers with new pedagogical skills, improving their ability to deliver subject content, and adapting to diverse student needs. This implies that re-training not only fosters the professional growth of teachers but also contributes to creating a more conducive learning environment for pupils, ultimately boosting their academic performance.

The study also revealed that 34(39.4%) of the teachers strongly agreed with the view that, in public primary schools, capacity building for staff has not been embraced as a tool for sharpening teaching skills and efficiency for staff whereas 5(6.1%) agreed. At the same time, 5(5.2%) were undecided, 36(41.6%) disagreed whereas 7(7.7%) strongly disagreed.

These findings are inconsistent with the findings of research conducted by Jones and Smith (2021), who revealed that well-designed capacity-building programs not only equip teachers with updated pedagogical knowledge but also foster a collaborative learning environment where educators share best practices. This approach has been shown to increase teachers' confidence and motivation, thereby improving student engagement and academic performance. In the same tone, a study by Williams, Lee and Carter (2022) also found that capacity-building initiatives that incorporate mentorship and peer support yield better results compared to generic workshops. These structured programs promote sustainable professional growth, allowing teachers to adapt to evolving educational needs effectively. Additionally, the integration of reflective practices. These findings are indicative of the fact that capacity building initiatives for staff are key in helping them to critically assess and refine their teaching approaches.

4.5.1 Inferential Analysis

To verify the influence of capacity building of staff on performance in KCPE, data were collected on the number of times staff in the 7 sampled public primary schools have undergone capacity building and performance in KCPE for the last five years (2019-2023). Results are shown in Table 12:

Table 12: Capacity Building of Staff and Performance in KCPE (2019-2023)

Number of Times Staff Have Undergone Capacity Building	KCPE Performance (meanscores)				
	2019	2020	2021	2022	2023
23	197	196	194	174	188
29	83	94	91	95	96
19	129	132	130	116	96
47	346	321	320	350	330
21	130	180	155	168	169
34	196	238	222	231	229
26	155	145	143	151	143

Source: Field Data (2024)

Table 12 shows that, in public primary schools where staff have undergone through several capacity building programmes, performance of their learners in KCPE is high. This is attributed to improved teaching methodologies, enhanced subject mastery, and better classroom management. Teachers apply updated strategies, fostering a conducive learning environment that promotes academic excellence and learner achievement. The data above were run in the Pearson's Product Moment Correlation Test Analysis and results are shown in Table 13:

Table 13: Relationship between Capacity Building of Staff and Performance in KCPE

		X2	B	C	D	E	F
X2	Pearson Correlation	1	.701**	.615**	.609**	.712**	.577**
	Sig. (2-tailed)		.034	.033	.044	.027	.035
	N	7	7	7	7	7	7
B	Pearson Correlation	.701**	1	.959**	.932**	.937**	.912**
	Sig. (2-tailed)	.034		.000	.000	.000	.000
	N	7	7	7	7	7	7
C	Pearson Correlation	.615**	.959**	1	.964**	.953**	.948**
	Sig. (2-tailed)	.033	.000		.000	.000	.000
	N	7	7	7	7	7	7
D	Pearson Correlation	.609**	.932**	.964**	1	.951**	.962**
	Sig. (2-tailed)	.044	.000	.000		.000	.000
	N	7	7	7	7	7	7
E	Pearson Correlation	.712**	.937**	.953**	.951**	1	.979**
	Sig. (2-tailed)	.027	.000	.000	.000		.000
	N	7	7	7	7	7	7
F	Pearson Correlation	.577**	.912**	.948**	.962**	.979**	1
	Sig. (2-tailed)	.035	.000	.000	.000	.000	
	N	7	7	7	7	7	7

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

Key: X2- Capacity Building of Staff; B, C, D, E and F-Performance in KCPE for the Years 2019 to 2023 respectively.

Table 13 shows a Pearson Product Moment Correlation Test Analysis which generated correlation coefficients of $r_1 = 0.701$, $r_2 = 0.615$, $r_3 = 0.609$, $r_4 = 0.712$ and $r_5 = 0.577$ with corresponding p-values of 0.034, 0.033, 0.044, 0.027 and 0.035 respectively. This further indicates that there is a statistically significant influence of capacity building of staff on performance in KCPE.

This further indicates that capacity building or training programmes aimed at enhancing teachers' skills, knowledge, and instructional methods directly contribute to improved student outcomes. Besides, when teachers are equipped with modern pedagogical techniques, they can better engage learners, effectively deliver content, and address diverse learning needs. This improvement in teaching quality translates into higher learner performance in KCPE.

4.5.2 Thematic Analysis

The researcher also interviewed the headteachers and Coordinators of PBOs also responded in favour of the view that teachers have attended team building organized for staff by their primary schools and have equipped them with new skills to help improve their learners' performance. Headteacher, H4, noted;

In my primary school, I have often organized team building programmes for staff to learn how to bond with each other and equip them with skills on how update their teaching methodologies and respond to learners' daily academic challenges.

On their part, Coordinators of PBOs stated that capacity building is key in schools since it enables teachers to improve their pedagogical skills. Just like quantitative findings, these views lend credence to the assertions of Jones and Martin (2021) who revealed that team-building initiatives in primary schools have shown significant promise in promoting collaborative learning among teachers, which in turn influences their teaching strategies. On the issue of motivation, the headteachers, however, responded on the contrary by stating that teachers are often motivated to undertake their duties.

Headteacher, H5, noted;

In my primary school, despite the constraints, I have often created an environment which encourages teachers to perform their duties. I always appreciate hardworking staff and offered social as well as materials rewards where necessary. This has led to improved learner performance.

Coordinators of PBOs also emphasized the importance of motivation and suggested that schools should identify strategies to encourage teachers to perform their duties effectively. Despite some inconsistencies, these perspectives support the claims made by Smith and Murray (2020), who argued that a lack of recognition, inadequate professional development opportunities, and insufficient administrative support are major factors contributing to low teacher motivation. The interviewees further mentioned that teachers have participated in re-training or capacity-building programs aimed at enhancing their teaching skills and improving pupil performance in primary schools. Similar to the quantitative findings, these insights align with the views of Smith and Brown (2020), who asserted that teacher re-training programs are essential for boosting teaching effectiveness and improving academic outcomes in primary schools.

These mixed findings suggest that, although not universally applicable, well-structured capacity-building programs not only equip teachers with updated pedagogical knowledge but also cultivate a collaborative learning environment where educators can exchange best practices. Such an approach enhances teachers' confidence and motivation, ultimately leading to better pupil engagement and academic performance. In essence, capacity-building initiatives for educators are crucial in enabling them to critically evaluate and refine their teaching strategies.

4.6 Teachers' Utilization of Curriculum Support Materials and Performance in

KCPE

The study sought to determine how teachers' utilization of curriculum support materials and performance in KCPE. Results are shown in Table 14;

Table 14: Teachers' Views on the Influence of Teachers' Utilization of Curriculum Support Materials and Performance in KCPE

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Teachers usually select suitable instructional resources with content to enable pupils perform better in their examinations	60.6	8.7	3.0	20.8	6.9
In public primary schools, teachers rarely integrate instructional resources during lesson planning to improve instruction	31.2	5.2	3.9	51.9	7.8
During teaching, teachers always use instructional resources to enable learners master concepts with ease	60.2	10.0	2.6	18.6	8.6
In public primary schools, teachers are required to use instructional resources to complement their teaching and thus improve quality of content delivery to learners	50.6	8.2	4.3	22.1	14.8
Teachers rarely utilize teaching aids since they consume too much of their time during instruction	45.0	6.5	3.9	28.1	16.5

Source: Field Data (2024)

Table 14 shows that 53(60.6%) of the teachers strongly agreed with the view that teachers usually select suitable instructional resources with content to enable pupils perform better in their examinations whereas 8(8.7%) agreed. However, only a paltry 3(3.0%) were undecided, 18(20.8%) disagreed whereas 6(6.9%) strongly disagreed. Table 14 shows that 27(31.2%) of the teachers strongly agreed with the view that, in public primary schools, teachers rarely integrate instructional resources during lesson planning to improve instruction while 5(5.2%) agreed. However, 3(3.9%) were undecided, 45(51.9%) disagreed whereas 7(7.8%) strongly disagreed. The study revealed that 52(60.2%) of the teachers strongly agreed with the view that, during teaching, teachers always use instructional resources to enable learners master concepts with ease while 9(10.0%) agreed.

However, 2(2.6%) were undecided, 16(18.6%) disagreed whereas 7(8.6%) strongly disagreed. Majority, 44(50.6%), of the teachers strongly agreed with the view that, in public primary schools, teachers are required to use instructional resources to complement their teaching and thus improve quality of content delivery to learners whereas 7(8.2%) agreed. On the same breath, 4(4.3%) were undecided, 19(22.1%) disagreed whereas 13(14.8%) strongly disagreed. The study found out that 39(45.0%) of the teachers strongly agreed with the view that teachers rarely utilize teaching aids since they consume too much of their time during instruction with 6(6.5%) in agreement. At the same time, 3(3.9%) were undecided, 24(28.1%) disagreed whereas 14(16.5%) strongly disagreed.

These findings lend credence to the findings of a study carried out by Osei (2021) who found that access to diverse instructional resources significantly influences learners' understanding of complex concepts, thereby contributing to higher performance in examinations. Mwangi and Muturi (2022) also carried out a study in Kenya which revealed that schools equipped with modern instructional materials demonstrated a 20% improvement in examination scores compared to schools with limited resources. Research by Kim (2021) also found that integration of e-learning platforms, such as interactive simulations and digital textbooks, not only facilitated continuous learning but also improved pupils' engagement and retention, leading to enhanced examination performance.

This suggests that the quality and variety of instructional resources are crucial in promoting a more robust educational environment, thus directly impacting learners' academic achievements. However, studies by Adams and Osei (2020) and Njagi (2021) reveal that unequal access to instructional resources leads to performance gaps, with pupils in resource-poor schools consistently underperforming in standardized exams.

These findings point to the fact that, despite teachers rarely utilizing instructional resources, these tools significantly enhance learners' mastery of concepts. Instructional resources, such as visual aids, interactive materials, and digital tools, provide diverse ways for students to engage with content, catering to various learning styles. They break down complex topics into understandable segments, reinforcing theoretical knowledge through practical application. Furthermore, resources like educational videos and simulations make learning more interactive, fostering better retention and understanding. Although underused, integrating instructional resources into lessons bridges the gap between theory and practice, thereby supporting deeper learning and promoting a more comprehensive grasp of academic subjects.

4.6.1 Inferential Analysis

To verify the influence of teachers' utilization of curriculum support materials on performance in KCPE, data were collected on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) teachers from the 7 sampled public primary schools utilize curriculum support materials and performance in KCPE for the last five years (2019-2023). Results are shown in Table 15:

Table 15: Teachers' utilization of Curriculum Support Materials and Performance in KCPE (2019-2023)

How Often Teachers Utilize Curriculum Support Materials	KCPE Performance (meanscores)				
	2019	2020	2021	2022	2023
3	197	196	194	174	188
2	83	94	91	95	96
2	129	132	130	116	96
4	346	321	320	350	330
2	130	180	155	168	169
3	196	238	222	231	229
2	155	145	143	151	143

Source: Field Data (2024)

Table 15 shows that, in public primary schools where teachers frequently make use of different curriculum support materials during classroom instruction, performance of their learners in KCPE is high. This implies that frequent utilization of curriculum support materials enhances pupils' academic performance by reinforcing core concepts, promoting active learning and catering to diverse learning styles. These resources supplement the standard curriculum, making learning more engaging and accessible. As a result, pupils gain a deeper understanding, retain knowledge better, and demonstrate improved academic outcomes. The data above were run in the Pearson's Product Moment Correlation Test Analysis and results are shown in Table 16:

Table 16: Relationship between Teachers' Utilization of Curriculum Support Materials and Performance in KCPE

		X3	B	C	D	E	F
X3	Pearson Correlation	1	.711**	.715**	.625**	.654**	.703**
	Sig. (2-tailed)		.022	.043	.027	.037	.041
	N	7	7	7	7	7	7
B	Pearson Correlation	.711**	1	.959**	.932**	.937**	.912**
	Sig. (2-tailed)	.022		.000	.000	.000	.000
	N	7	7	7	7	7	7
C	Pearson Correlation	.715**	.959**	1	.964**	.953**	.948**
	Sig. (2-tailed)	.043	.000		.000	.000	.000
	N	7	7	7	7	7	7
D	Pearson Correlation	.625**	.932**	.964**	1	.951**	.962**
	Sig. (2-tailed)	.027	.000	.000		.000	.000
	N	7	7	7	7	7	7
E	Pearson Correlation	.654**	.937**	.953**	.951**	1	.979**
	Sig. (2-tailed)	.037	.000	.000	.000		.000
	N	7	7	7	7	7	7
F	Pearson Correlation	.703**	.912**	.948**	.962**	.979**	1
	Sig. (2-tailed)	.041	.000	.000	.000	.000	
	N	7	7	7	7	7	7

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

Key: X3- Teachers' Utilization of Curriculum Support Materials; B, C, D, E and F- Performance in KCPE for the Years 2019 to 2023 respectively.

Table 16 shows a Pearson Product Moment Correlation Test Analysis which generated correlation coefficients of $r_1 = 0.711$, $r_2 = 0.715$, $r_3 = 0.625$, $r_4 = 0.654$ and $r_5 = 0.703$ with corresponding p-values of 0.022, 0.043, 0.027, 0.037 and 0.041 respectively.

This further indicates that there is a statistically significant influence of teachers' utilization of curriculum support materials on performance in KCPE. This further indicates that curriculum support materials, such as textbooks, teaching aids, and digital resources, play a vital role in delivering effective education by facilitating better comprehension of complex subjects. However, when these resources are insufficient, teachers are unable to provide diverse and engaging learning experiences, leading to gaps in knowledge and a lack of preparedness for examinations. Consequently, pupils struggle to grasp key concepts, which negatively affects their performance and long-term educational progress.

Moreover, the lack of adequate materials forces teachers to rely on traditional teaching methods, which may not align with modern educational standards. This limits students' exposure to a variety of learning styles, potentially diminishing their interest and motivation. Addressing this issue by investing in comprehensive curriculum support materials is crucial to fostering a conducive learning environment and enhancing academic performance in schools.

4.6.2 Thematic Analysis

During the interviews, the headteachers and Coordinators of PBOs responded in favour of the view that use of curriculum support materials is key in improving pupils' academic performance. Headteacher, H6, noted;

In my primary school, teachers usually select suitable instructional resources with content to enable pupils perform better in their examinations. They often integrate them in their lesson preparation as key components of classroom instruction. This has enabled learners master concepts and thus, register good grades in their examinations.

Similar views were echoed by the Coordinators of PBOs who stated that provision of adequate instructional resources and above all, frequent utilization of the same play a crucial role in improving learners' mastery of concepts.

Just like quantitative findings, these views further support those viewpoints held by Osei (2021) that access to diverse instructional resources significantly influences learners' understanding of complex concepts, thereby contributing to higher performance in examinations. The views also corroborate the those expressed by Mwangi and Muturi (2022) that schools equipped with modern instructional materials demonstrated a 20% improvement in examination scores compared to schools with limited resources. These mixed findings point to the fact that, although underused, integrating instructional resources into lessons bridges the gap between theory and practice, thereby supporting deeper learning and promoting a more comprehensive grasp of academic subjects.

4.7 Promotion of School-community Partnership and Performance in KCPE

The study sought to examine the influence of promotion of school-community partnership and performance in KCPE. The findings are shown in Table 17;

Table 17: Teachers' Views on the Influence of Promotion of School-community Partnership and Performance in KCPE

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public primary school, different stakeholders are allowed to undertake activities such as volunteering and cleaning to motivate learners to work hard	75.3	10.8	4.8	7.4	1.7
In public primary school, stakeholders such as parents are required to attend all school meetings geared towards improving academic performance	39.8	8.7	3.5	42.4	5.6
Public primary school management rarely promotes activities which enhance school-community collaboration as a way of improving academic performance	58.4	11.3	5.2	19.9	5.2
In public primary schools, constant communication with different stakeholders on matters pertaining to performance rarely occurs	62.8	7.4	3.9	18.2	7.7
Low academic performance in my school is due to the low levels of interactions among stakeholders	55.4	10.0	4.8	19.1	10.7

Source: Field Data (2024)

Table 17 shows that 89(75.3%) of the teachers strongly agreed with the view that, in public primary schools, different stakeholders are allowed to undertake activities such as volunteering and cleaning to motivate learners to work hard whereas 13(10.8%) agreed. However, only a paltry 6(4.8%) were undecided, 9(7.4%) disagreed whereas 2(1.7%) strongly disagreed. The study revealed that 47(39.8%) of the teachers strongly agreed with the view that in public primary school, stakeholders such as parents are required to attend all school meetings geared towards improving academic performance whereas 10(8.7%) agreed. However, 4(3.5%) were undecided, 50(42.4%) of the teachers disagreed whereas 7(5.6%) strongly disagreed. The study also revealed that 69(58.4%) of the teachers strongly agreed with the view that, public primary school

management rarely promotes activities which enhance school-community collaboration as a way of improving academic performance while 13(11.3%) were in agreement. However, 6(5.2%) were undecided, 23(19.9%) disagreed whereas 6(5.2%) strongly disagreed. More than half, 74(62.8%), of the teachers strongly agreed with the view that in public primary schools, constant communication with different stakeholders on matters pertaining to performance rarely occurs while 9(7.4%) agreed. On the same breath, 5(3.9%) were undecided, 21(18.2%) disagreed whereas 9(7.7%) strongly disagreed. The study also established that 65(55.4%) of the teachers strongly agreed with the view that, low academic performance in my school is due to the low levels of interactions among stakeholders while 12(10.0%) of the teachers agreed. On the same breath, 6(4.8%) of the teachers were undecided, 23(19.1%) of the teachers disagreed whereas 13(10.7%) of the teachers strongly disagreed.

These findings are indicative of the fact that, although schools often operate in isolation, neglecting meaningful collaboration with community stakeholders, research over the past three years highlights the crucial role these entities play in enhancing pupils' academic performance. This supports the findings of a study carried out by Smith and Johnson (2021), which established that partnerships between schools and community organizations such as local businesses, non-profits, and parent associations significantly contribute to improved learners' academic outcomes by fostering a supportive learning environment and promoting extracurricular activities.

The study underscores that stakeholder involvement leads to higher levels of engagement, motivation, and attendance among students, which directly correlates with better academic results. Similarly, these findings corroborate the findings of research undertaken by Martinez et al. (2022) which found that effective communication and shared goals between schools and community stakeholders can mitigate barriers such as

resource limitations and social inequalities, thereby enhancing educational equity. Their research reveals that initiatives like mentorship programs and after-school support services, driven by community collaboration, are linked to reduced dropout rates and higher academic achievements. In the same token, a study conducted by Thompson and Lewis (2023) also revealed that, despite the clear benefits, schools often overlook these partnerships due to bureaucratic constraints and lack of strategic frameworks. They advocate for a paradigm shift in school management, emphasizing that integrating community resources and expertise is essential for maximizing pupils' potential. These findings point to the fact that prioritizing these collaborations is crucial for fostering holistic educational development.

4.7.1 Inferential Analysis

To verify the influence of promotion of school-community partnership on performance in KCPE, data were collected on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) headteachers from the 7 sampled public primary schools collaborate with members of community on school management and performance in KCPE for the last five years (2019-2023). Results are shown in Table 18:

Table 18: Promotion of School-Community Partnership and Performance in KCPE (2019-2023)

How Often Schools Collaborate with Members of Community	KCPE Performance (meanscores)				
	2019	2020	2021	2022	2023
1	197	196	194	174	188
1	83	94	91	95	96
2	129	132	130	116	96
4	346	321	320	350	330
1	130	180	155	168	169
3	196	238	222	231	229
3	155	145	143	151	143

Source: Field Data (2024)

Table 18 shows that, in public primary schools where headteachers regularly promote and encourage collaboration with members of community and other stakeholders, performance of their learners in KCPE is high. This further indicates that frequent school-community collaboration enhances pupils' academic performance by fostering a supportive learning environment, promoting parental involvement, and providing additional resources. When schools actively engage families and community partners, learners benefit from mentorship, enrichment programmes and academic support beyond the classroom. This collaborative approach also encourages open communication, addresses individual learner needs, and reinforces positive behaviors, leading to improved engagement, motivation, and overall academic achievement. The data above were run in the Pearson's Product Moment Correlation Test Analysis and results are shown in Table 19:

Table 19: Relationship between Promotion of School-Community Partnership and Performance in KCPE

		X4	B	C	D	E	F
X4	Pearson Correlation	1	.633**	.669**	.673**	.607**	.617**
	Sig. (2-tailed)		.041	.021	.019	.031	.029
	N	7	7	7	7	7	7
B	Pearson Correlation	.633**	1	.959**	.932**	.937**	.912**
	Sig. (2-tailed)	.041		.000	.000	.000	.000
	N	7	7	7	7	7	7
C	Pearson Correlation	.669**	.959**	1	.964**	.953**	.948**
	Sig. (2-tailed)	.021	.000		.000	.000	.000
	N	7	7	7	7	7	7
D	Pearson Correlation	.673**	.932**	.964**	1	.951**	.962**
	Sig. (2-tailed)	.019	.000	.000		.000	.000
	N	7	7	7	7	7	7
E	Pearson Correlation	.607**	.937**	.953**	.951**	1	.979**
	Sig. (2-tailed)	.031	.000	.000	.000		.000
	N	7	7	7	7	7	7
F	Pearson Correlation	.617**	.912**	.948**	.962**	.979**	1
	Sig. (2-tailed)	.029	.000	.000	.000	.000	
	N	7	7	7	7	7	7

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

Key: X4- School-community Partnership; B, C, D, E and F-Performance in KCPE for the Years 2019 to 2023 respectively.

Table 19 shows a Pearson Product Moment Correlation Test Analysis which generated correlation coefficients of $r_1 = 0.633$, $r_2 = 0.669$, $r_3 = 0.673$, $r_4 = 0.607$ and $r_5 = 0.617$ with corresponding p-values of 0.041, 0.021, 0.019, 0.031 and 0.029 respectively. This further indicates that there is a statistically significant influence of promotion of school-community partnership on performance in KCPE. This implies that, despite infrequent collaboration between schools and communities, research shows a statistically significant impact of school-community partnerships on pupils' performance in KCPE). This effect is primarily attributed to the role that community involvement plays in creating a conducive learning environment and enhancing educational resources. By promoting these partnerships, schools receive additional support in areas such as extracurricular activities, infrastructure development, and parental engagement, which indirectly boosts academic outcomes.

Furthermore, communities offer mentorship programmes, encourage attendance, and provide motivational incentives, fostering a positive academic culture. While these partnerships may not be consistently maintained, their influence on student morale and resource availability significantly improves performance in national exams. Therefore, even sporadic community involvement can create substantial educational benefits, illustrating the importance of nurturing these connections.

4.7.2 Thematic Analysis

During the interviews, headteachers and Coordinators of PBOs also responded in favour of the view that, in many public primary schools, different stakeholders are allowed to undertake activities such as volunteering and cleaning to motivate learners to work hard. Headteacher, H7, stated;

In my primary school, I always ensure that key stakeholders and community members are involved in school programmes such as volunteering, provision of security for staff, learners and school property. There is always regular communication with stakeholders in the community on how to run school activities and the roles they should play to improve KCPE performance.

On their part, the Coordinators of PBOs also indicated that quite a number of schools engage key stakeholders in the community to provide learning materials, security and undertake volunteering activities aimed at motivating learners to regularly attend school. Just like in quantitative findings, these views further lend credence to the viewpoints held by Smith and Johnson (2021), which established that partnerships between schools and community organizations such as local businesses, non-profits, and parent associations significantly contribute to improved learners' academic outcomes by fostering a supportive learning environment and promoting extracurricular activities.

These views also support those expressed by Martinez et al. (2022) which found that effective communication and shared goals between schools and community stakeholders can mitigate barriers such as resource limitations and social inequalities, thereby enhancing educational equity. In summary, these mixed findings affirm the fact that schools often overlook these partnerships due to bureaucratic constraints and lack of strategic frameworks. They advocate for a paradigm shift in school management, emphasizing that integrating community resources and expertise is essential for maximizing pupils' potential. In other words, prioritizing these collaborations is crucial for fostering holistic educational development.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the main research findings, conclusions, recommendations and suggestions for further research as discussed under the research objectives.

5.1 Summary of Research Findings

This section provides a summary of the findings of the research objectives which included; examining the influence of pupils' discipline management strategies, capacity building of staff, teachers' utilization of curriculum support materials and promotion of school-community partnership on academic performance in public primary schools.

5.1.1 Status of Performance in KCPE in Public Primary Schools

The study found that academic performance of pupils in KCPE has been on a decreasing trend for the last five years (2019-2023). Many pupils who sat for their KCPE examinations registered below 300 marks. In other words, instances of low performance in national examinations in public primary schools has become a problem.

5.1.2 Pupils' Discipline Management Strategies and Performance in KCPE

The study found that headteachers adopt different strategies to manage pupils' discipline in public primary schools. These include involvement of pupils' leaders, setting up counselling departments as well as mentorship programmes. However, many public primary schools are still struggling with discipline management often see reduced learner engagement and motivation, leading to poor academic performance. Many schools witness instances of bullying, truancy and defiance which have diminished instructional time, directly impacting pupils' preparation and examination performance.

These findings affirm the fact that lack of effective discipline management strategies can contribute to a negative school atmosphere, which negatively impacts students' psychological well-being and academic focus. Consequently, this diminishes learners' capacity to concentrate and perform well in exams. Therefore, enhancing discipline management practices is crucial for improving pupils' academic outcomes and establishing a stable learning environment conducive to success.

5.1.3 Capacity Building of Staff and Performance in KCPE

The study established that capacity building of staff has been carried out in many public primary schools though not frequent as envisaged. Teachers attend team building programmes where they get equipped with new skills to bond with each other and equip them with skills on how update their teaching methodologies and respond to learners' daily academic challenges. The study also found that, despite the challenges therein, teachers are motivated to undertake their duties as a way of improving learners' academic performance. The study also found that teachers have participated in re-training or capacity-building programs aimed at enhancing their teaching skills and improving pupil performance in primary schools.

This implies that, although not universally applicable, well-structured capacity-building programmes not only equip teachers with updated pedagogical knowledge but also cultivate a collaborative learning environment where educators can exchange best practices. Such an approach enhances teachers' confidence and motivation, ultimately leading to better pupil engagement and academic performance. In essence, capacity-building initiatives for educators are crucial in enabling them to critically evaluate and refine their teaching strategies.

5.1.4 Teachers' Utilization of Curriculum Support Materials and Performance in KCPE

The study found that, in many public primary schools, curriculum support materials are available though not adequate. In the same token, the study established that teachers usually select suitable instructional resources with content to enable pupils perform better in their examinations. They often integrate them in their lesson preparation as key components of classroom instruction. This has enabled learners master concepts and thus, register good grades in their examinations. This implies that, despite the fact that inadequacy of curriculum support materials is an issue, teachers' frequent utilization of the available ones plays a key role in the performance of pupils in KCPE. In other words, regular use of diverse instructional resources significantly influences learners' understanding of complex concepts, thereby contributing to higher performance in examinations. This further indicates that, although underused, integrating instructional resources into lessons bridges the gap between theory and practice, thereby supporting deeper learning and promoting a more comprehensive grasp of academic subjects.

5.1.5 Promotion of School-community Partnerships and Performance in KCPE

The study revealed that, in many public primary schools, though not frequently, different stakeholders are allowed to undertake activities such as volunteering, provision of security for staff, learners and school property. There is always regular communication with stakeholders in the community on how to run school activities and the roles they should play to improve KCPE performance. This implies that partnerships between schools and community organizations such as local businesses, non-profits, and parent associations significantly contribute to improved learners' academic outcomes by fostering a supportive learning environment and promoting extracurricular activities. From the study, effective communication and shared goals between schools and

community stakeholders can mitigate barriers such as resource limitations and social inequalities, thereby enhancing educational equity. The study however, however, established that public primary schools sometimes overlook these partnerships due to bureaucratic constraints and lack of strategic frameworks.

5.2 Conclusions

Drawing from the above findings, academic performance of pupils in KCPE has shown a declining trend over the last five years (2019-2023), with many pupils scoring below 300 marks. Headteachers in public primary schools have employed various strategies to address pupil discipline, such as involving pupil leaders, establishing counseling departments, and implementing mentorship programs. However, despite these efforts, many schools still face challenges in managing discipline, which negatively impacts learner engagement and motivation, leading to poor academic outcomes. The study findings indicate that capacity building for staff has been conducted in many public primary schools, albeit less frequently than expected. Teachers participate in team-building programs where they acquire new skills to enhance their teaching approaches and address pupils' academic needs more effectively.

Additionally, the study highlighted that, despite existing challenges, teachers remain motivated to fulfill their responsibilities to improve pupils' academic performance. This suggests that well-structured capacity-building programmes, although not universally implemented, equip teachers with current pedagogical skills and foster a collaborative environment for sharing best practices. The study further discovered that, while curriculum support materials are present in most public primary schools, they are often insufficient. It was also noted that teachers usually select appropriate instructional resources to help pupils perform better in examinations. Moreover, the study revealed that various stakeholders are occasionally involved in activities such as volunteering

and providing security for staff, pupils, and school property. However, public primary schools sometimes overlook these partnerships due to bureaucratic hurdles and the absence of strategic frameworks.

5.3 Recommendations of the Study

In this section, the study provides recommendations based on the research findings. This is provided in terms of recommendations for practice, policy and further research.

5.3.1 Recommendations for Practice

The study makes the following recommendations;

- i. On pupils' discipline management strategies and performance in KCPE, school management should adopt a positive discipline framework emphasizes respect, responsibility, and positive reinforcement rather than punitive measures. Encourage teachers to use strategies like rewards, praise, counselling and mentorship programmes to promote positive behavior. This approach helps build students' self-esteem, fosters a culture of respect, and minimizes disruptive behavior, allowing more focus on academics.
- ii. On capacity building of teachers and performance in KCPE, school heads should partner with agencies such as the Kenya Institute of Curriculum Development (KICD) and Teachers Service Commission (TSC) can enhance the relevance of the training. They need to establish a mentorship programme where experienced teachers mentor less experienced staff, sharing best practices and pedagogical skills. Regular peer learning sessions can also be organized for teachers to discuss challenges and collaboratively develop solutions. They need to establish a motivational scheme to recognize and reward teachers who demonstrate excellence in teaching and contribute significantly to student success in KCPE.

Such programs could include bonuses, professional development opportunities, and public recognition.

- iii. On teachers' utilization of curriculum support materials and performance in KCPE, headteachers should constantly monitor how regular teachers utilize the available curriculum support materials for better classroom pedagogy.
- iv. On promotion of school-community partnerships and performance in KCPE, headteachers should encourage regular collaboration and partnership with members of community since their views are key in developing strategies for improving performance in KCPE. They are also important in providing key resources which supplement academic programmes in schools.

5.3.2 Recommendations for Policy

The Ministry of Education should establish a National Leaders' Education Management and Accountability Framework (NLEMAF) to standardize and oversee the management, implementation, and monitoring of national leaders' education programmes aimed at improving KCPE performance.

5.3.3 Recommendations for Further Research

- i. A study should be carried out to assess the extent to which headteachers' attitude towards national education leaders' programmes influences academic performance of public primary schools
- ii. A study could be conducted to examine the influence of headteachers' innovative management strategies on pupils' academic performance in public primary schools.
- iii. A study should be undertaken to assess how teachers' characteristics influence pupils' academic performance in public primary schools.

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APPENDIX I

LETTER OF INTRODUCTION

November 2023

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a student taking a course in Master of Education in Administration, Leadership and Management of Mount Kenya University. My research topic is: **Management of National Education Leaders' Programmes and its Influence on Performance in Kenya Certificate of Primary Education in Public Schools in Marsabit North Sub-county, Marsabit County, Kenya.** To achieve this, you have been selected to participate in the study. I kindly request you as a respondent to, fully, participate in the study. This information will be used purely for academic purpose and your name will not be mentioned in the report. Findings of the study, shall upon request, be availed to you.

Your assistance and co-operation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Dalana Quri

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education in Administration, Leadership and Management in Mount Kenya University carrying out research on: **Management of National Education Leaders' Programmes and its Influence on Performance in Kenya Certificate of Primary Education in Public Schools in Marsabit North Sub-county, Marsabit County, Kenya.** The information you provide will be treated with confidentiality and used only for this study.

Section A: Demographic Information

Instruction: Please tick against your most appropriate answer and fill the spaces provided.

1. Gender: Male Female
2. Highest level of education
Certificate Diploma Degree Post-graduate
3. Duration of Teaching
Below 1 Year 1-3 Years 3-5 Years 6-10 Years

Section B: Levels of Performance in KCPE in Public Primary Schools

1. In a scale of 1-5, how would you rate the levels of academic performance of your primary school
Excellent (5) Very Good (4) Good (3)
Fair (2) Below Average (1)

Section C: Pupils' Discipline Management Strategies and Performance in KCPE

1. Please, rate how often your headteacher adopts the following strategies as a way of maintaining pupils' discipline in your primary school

No.	Strategies of Managing Pupils' Discipline	Below Average	Fair	Good
		1	2	3
1	Involvement of pupils' leaders			
2	Setting up counseling departments			
3	Planning mentorship activities			

2. Rate the extent to which you agree with the following statements on the influence of pupils' discipline management strategies on performance in KCPE in your school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	I always involve pupils' leaders as a way of reducing cases of indiscipline and improve learners' academic performance					
2	In my school, we have set up counselling departments to handle daily behavioural challenges among pupils and improve their performance					
3	In my primary, we usually plan for mentorship programmes to help shape pupils' behaviour patterns and thus perform better in examinations					
4	My headteacher adopts collaborative management approach which allows pupils to air their grievances as a way of helping them perform better in examinations					
5	Despite putting disciplinary measures to shape pupils' behaviour, their academic performance is still low					

Section D: Capacity Building of Staff and Performance in KCPE

1. In a scale of 1-3, please rate how often your school undertakes the following capacity building activities

Capacity Building Activities	Very Often (3)	Rarely (2)	Never (1)
Organizing team building for staff			
Staff motivation			
Re-training of staff			

2. Rate the extent to which you agree with the following statements on the influence of capacity building of staff on performance in KCPE in your school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	I have attended team building organized for staff by my primary school and has equipped me with new skills to help improve my learners' performance					
2	In my school, we are rarely motivated as a way of boosting work morale towards improving academic performance					
3	I have undergone re-training as a way of improving my teaching skills and enhance academic performance of my pupils in my primary school					
4	I have attended capacity building which has equipped me with new skills to help improve my learners' academic performance					
5	In my primary school, capacity building for staff has not been embraced as a tool for sharpening teaching skills and efficiency for staff					

Section E: Teachers' Utilization of Curriculum Support Materials and Performance in KCPE

1. In a scale of 1-3, please rate how often you undertake the following activities while using curriculum support materials in your primary school

Utilization of Curriculum Support Materials	Very Often (3)	Rarely (2)	Never (1)
Selecting suitable resources			
Integrating resources in lesson plans			
Using resources during classroom instruction			

2. Rate the extent to which you agree with the following statements on the influence of your utilization of curriculum support materials on performance in KCPE in your school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	I usually select suitable instructional resources with content to enable pupils perform better in their examinations					
2	In my school, I integrate instructional resources during lesson planning to improve instruction					
3	During teaching, I always use instructional resources to enable learners master concepts with ease					
4	In my school, we are required to use instructional resources to complement our teaching and thus improve quality of content delivery to learners					
5	I often utilize teaching aids since they consume too much of my time during instruction					

Section F: Promotion of School-community Partnership and Performance in KCPE

1. In a scale of 1-3, please rate how often your school undertakes the following activities as a form of school-community partnership

School-community Partnership	Very Often (3)	Rarely (2)	Never (1)
Undertaking different activities at school such as volunteering and cleaning			
Attending school meetings			

2. Rate the extent to which you agree with the following statements on the influence of promotion of school-community partnership on performance in KCPE in your school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	In my primary school, different stakeholders are allowed to undertake activities such as volunteering and cleaning to motivate learners to work hard					
2	In my school, stakeholders such as parents are required to attend all school meetings geared towards improving academic performance					
3	My school management rarely promotes activities which enhance school-community collaboration as a way of improving academic performance					
4	In my school, constant communication with different stakeholders on matters pertaining to performance rarely occurs					
5	Low academic performance in my school is due to the low levels of interactions among stakeholders					

Thank you,

Dalana Quri

APPENDIX IV

INTERVIEW GUIDE FOR HEADTEACHERS

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education in Administration, Leadership and Management in Mount Kenya University carrying out research on: **Management of National Education Leaders' Programmes and its Influence on Performance in Kenya Certificate of Primary Education in Public Schools in Marsabit North Sub-county, Marsabit County, Kenya.** The information you provide will be treated with confidentiality and used only for this study.

Section A: Demographic Information

1. Gender:.....
2. What is your highest level of education?.....

Section B: Levels of Performance in KCPE in Public Primary Schools

1. What has been the academic performance of your primary school in KCPE for the last five years?

Section C: Pupils' Discipline Management Strategies and Performance in KCPE

1. How often do you adopt different management strategies to maintain pupils' discipline in your primary school?
2. How does your management of pupils' discipline influence performance in KCPE?

Section D: Capacity Building of Staff and Performance in KCPE

1. State the number of times staff in your school have undergone capacity building?
2. How often does your primary school undertake capacity building for staff?

3. What is the extent to which capacity building of staff influence performance in KCPE your school?

Section E: Teachers' Utilization of Curriculum Support Materials and Performance in KCPE

1. How often do teachers in your primary schools utilize different curriculum support materials during classroom instruction?
2. What is the influence of your teachers' utilization of curriculum support materials on performance in KCPE in your primary school?

Section F: Promotion of School-community Partnership and Performance in KCPE

1. How often do you promote school-community partnership?
2. What is the influence of promotion of school-community partnership on performance in KCPE in your primary school?

Thank you,

Dalana Quri

APPENDIX V
INTERVIEW GUIDE FOR COORDINATORS OF PUBLIC BENEFITS
ORGANIZATIONS

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education in Administration, Leadership and Management in Mount Kenya University carrying out research on: **Management of National Education Leaders' Programmes and its Influence on Performance in Kenya Certificate of Primary Education in Public Schools in Marsabit North Sub-county, Marsabit County, Kenya.** The information you provide will be treated with confidentiality and used only for this study.

Section A: Demographic Information

1. Gender:.....
2. What is your highest level of education?.....

Section B: Levels of Performance in KCPE in Public Primary Schools

1. How would you rate the level of performance in KCPE in public primary schools for the last five years?

Section C: Pupils' Discipline Management Strategies and Performance in KCPE

1. How often do public primary schools adopt different management strategies to maintain pupils' discipline?
2. How does management of pupils' discipline influence performance in KCPE in public primary schools?

Section D: Capacity Building of Staff and Performance in KCPE

1. How often does your primary school undertake capacity building for staff?
2. What is the extent to which practices of capacity building of staff adopted by primary school influence performance in KCPE?

**Section E: Teachers' Utilization of Curriculum Support Materials and
Performance in KCPE**

1. Are curriculum support materials available in public primary schools?
2. In your opinion, does teachers' utilization of curriculum support materials influence performance in KCPE in public primary schools?

**Section F: Promotion of School-community Partnership and Performance in
KCPE**

1. How often do public primary schools promote school-community partnership?
2. What is the influence of promotion of school-community partnership on performance in KCPE in public primary schools?

Thank you,
Dalana Quri



APPENDIX VI

ETHICAL CLEARANCE FROM MOUNT KENYA UNIVERSITY



REF: MKU/ISERC/3267
TO: DALANA QURI

Date: 14 October 2023

REG: MED/2019/47127

Dear Sir/Madam,

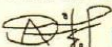
RE: MANAGEMENT OF NATIONAL EDUCATION LEADERS' PROGRAMMES AND ITS INFLUENCE ON PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION IN PUBLIC SCHOOLS MARSABIT NORTH SUB-COUNTY, MARSABIT COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2311**. The approval period is **14/10/2023 - 13/10/2024**.

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. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
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APPENDIX VII
INTRODUCTION LETTER FROM THE SCHOOL OF POSTGRADUATE
STUDIES OF MOUNT KENYA UNIVERSITY


Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MED/2019/47127

25th October, 2023

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

Dear Sir/Madam,

RE: DALANA QURI – REGISTRATION NO. MED/2019/47127

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


The title of the research is **“Management of National Education Leaders’ Programmes and its Influence on Performance in Kenya Certificate of Primary Education in Public Schools Marsabit North Sub-County Marsabit County, Kenya.”**

It been cleared by the University’s Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **November, 2023 and January, 2024**.

Any assistance accorded to the student will be highly appreciated.

Thank you.

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


Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 709 153 000 / +254 709 153 200
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified Institution.
Unlocking Infinite Possibilities

APPENDIX VIII

AUTHORIZATION LETTER FROM NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION, NACOSTI



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 920192

Date of Issue: 09/November/2023

RESEARCH LICENSE



This is to Certify that Mr., DALANA JARSO QURI 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 Marsabit on the topic: MANAGEMENT OF NATIONAL EDUCATION LEADERS' PROGRAMMES AND ITS INFLUENCE ON PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION IN PUBLIC SCHOOLS MARSABIT NORTH SUB-COUNTY, MARSABIT COUNTY, KENYA for the period ending : 09/November/2024.

License No: NACOSTI/P/23/31056

Applicant Identification Number

920192

Walter

Director General

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

APPENDIX IX
RESEARCH AUTHORIZATION LETTER FROM COUNTY COMMISSIONER,
MARSABIT



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
State Department for Internal Security and National Administration

Email: ccmarsabit@gmail.com
cc.marsabit@interior.go.ke

Office of the County Commissioner,
Marsabit County,
P.O. Box 1 – 60500,
Marsabit

When replying please quote

Ref.No: CC/MC/EDU.1/VOL.II/99

10th November, 2023.

Deputy County Commissioner
Marsabit North Sub County

RE: RESEARCH AUTHORIZATION
Mr. Dalana Jarso Quri of Mount Kenya University

Reference is made to National Commission for Science, Technology and Innovation
Ref No. 920192, License No. NACOSTI/P/23/31056 dated 9th November, 2023.

Authority is hereby granted to the individual to carry out research on “**Management of National Education Leader’s Programmes and its Influence on Performance in Kenya Certificate of Primary Education In Public Schools Marsabit North Sub-County, Marsabit County, Kenya**” for the period ending 9th November, 2024.

Kindly, therefore, accord him the necessary support in undertaking the research activities in Marsabit North Sub-County.


N.J KOMORA
COUNTY COMMISSIONER
MARSABIT COUNTY.

COUNTY COMMISSIONER
MARSABIT COUNTY
P.O. BOX 1-60500
MARSABIT

APPENDIX X

RESEARCH AUTHORIZATION LETTER FROM COUNTY DIRECTOR OF
EDUCATION, MARSABIT



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

State Department for Early Learning and Basic Education

Telegrams: "EDUCATION" MARSABIT
Telephone: (069)2102098
Fax: (069)210 2098
E-mail: cdemarsabit@gmail.com

County Director of Education
Marsabit County
P O Box 367-60500
MARSABIT

Ref. No.CDE/MBT/MIS/15/VOL.I/(162)

10th November, 2023


TO WHOM IT CONCERN

RE: RESEARCH AUTHORISATION

Following your application to carry out research on *Management of National Education leaders' programmes and its influence on performance in Kenya certificate of Primary Education in public schools Marsabit North Sub-county, Marsabit county, Kenya* vide your letter NACOSTI/p/23/31056 dated 9th November, 2023.

You are hereby granted permission to carry out the same in Marsabit County for the period ending 9th November, 2024 in Marsabit County.

I wish you successful research in your field.

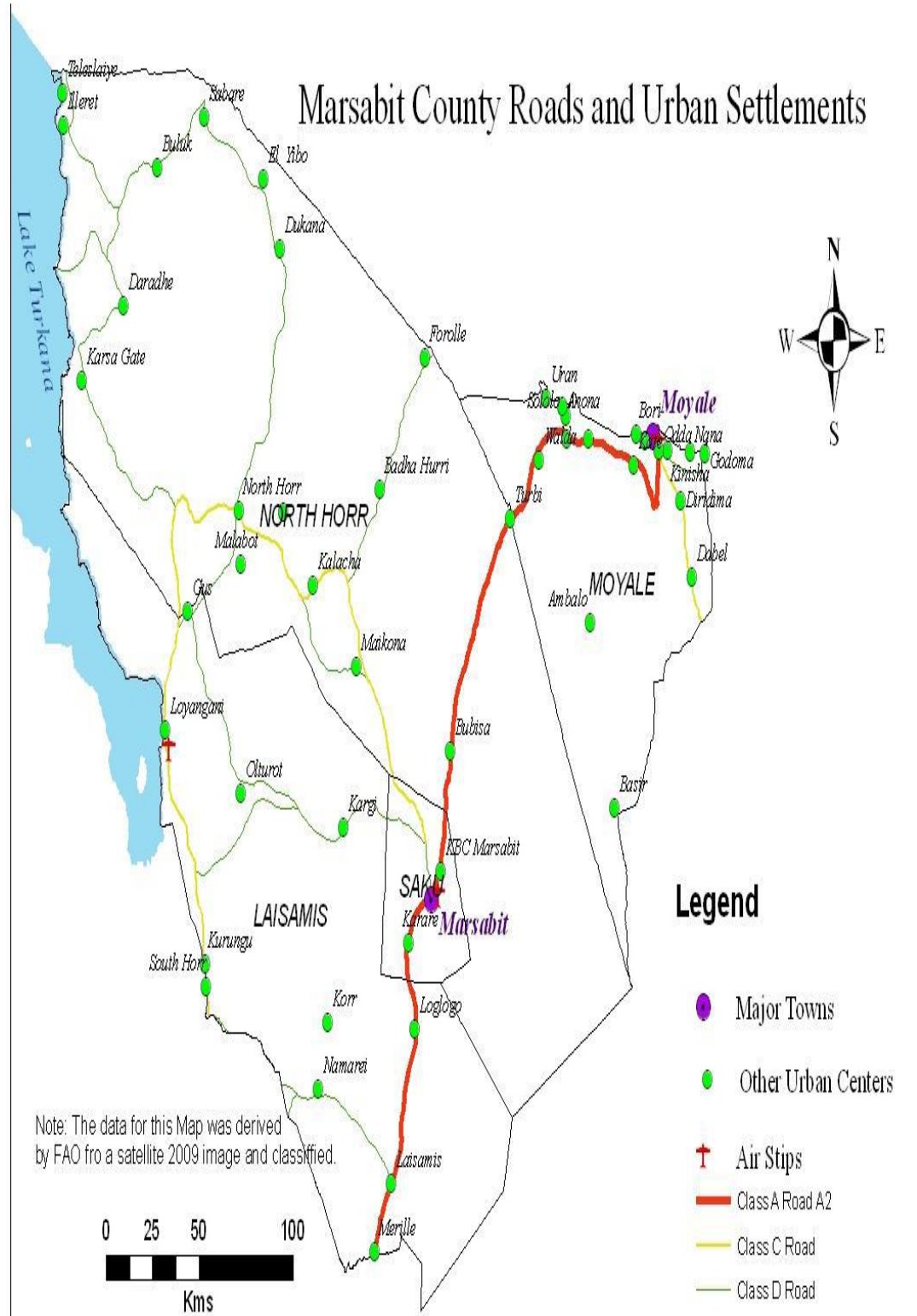

JOSEPH LEPARAKWO MAKI
COUNTY DIRECTOR OF EDUCATION
MARSABIT COUNTY

COUNTY DIRECTOR OF EDUCATION
MARSABIT
P. O. Box 367-60500,
MARSABIT



APPENDIX XI

MAP OF MARSABIT COUNTY SHOWING MARSABIT NORTH SUB-COUNTY



Source: IEBC (2012)