INFLUENCE OF HEADTEACHERS' MANAGEMENT PRACTICES ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS WITHIN KITUI CENTRAL DISTRICT, KITUI COUNTY, KENYA

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DECLARATION

This research project report is my original work and has not been submitted for a degree or any other award in any other university.

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RECOMMENDATION

This project report has been submitted for examination with our approval as University supervisors

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DEDICATION

This work is dedicated to my late son Charles Kausya.

ACKNOWLEDGEMENT

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ABBREVIATIONS AND ACRONYMS

KCSE   - Kenya Certificate of Secondary Education

KNEC   - Kenya National Examination Council

MOE   - Ministry of Education

TSC   - Teachers Service Commission

DEO   - District Education Officer

ABSTRACT

In Kenya, the education system has been hit by students' poor academic performance every year the results are announced. Some schools have maintained good academic performance while others have always lagged behind. These differences are brought about by many factors and one major factor is the headteachers' management practices. The purpose of this study was to determine the influence of the headteachers' management practices on students' academic performance in Kitui Central District-Kitui County. The specific objectives were to establish the effects of headteachers' supervision on performance; to examine how the head teachers' communication mode affects performance in national examinations and to establish the influence of motivation on students academic performance. The target population was the 33 secondary schools in Kitui Central District. The sample was 200 respondents, which consisted of 10 principals, 40 teachers and 150 students. The method for selecting the respondents was stratified random sampling. Two stratums were used to select the 10 schools for the study, one for high performing schools and another for low performing schools. Five schools from each stratum were selected using purposive sampling. The researcher used the descriptive survey design for the study and questionnaires were used as data collection instruments. A pilot study was conducted in two secondary schools one school from each category at two weekly intervals to test the validity and reliability of the research instruments. These two schools though from the target population did not constitute the sample. The primary data collected were computed by the use of statistical package for social sciences (SPSS) version 20. The analysed data was presented in frequency distribution tables and percentages. The study findings were that headteachers' management practices of supervision, communication and motivation influenced students' academic performance in national examinations. In Schools that performed well, headteachers practiced better management practices than in those that had low performance. The study concluded that there was need for headteachers to be trained on management practices before they are appointed to headship. The study recommended the need to involve all stakeholders in the schools management for improved students' academic performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

According to Holmes (2000), in a school set up, managment practices refer to the way a school principal uses the human resources and other resources and promotes "best value" and the way the school works with its governing body. They also refer to methods or techniques found to be the best effective and practical means in achieving an objective while making the optimum use of its firms resources, http://www.businessdictionary.com (2014). The central question addressed is "to what extent does the principals' management practices play in student's academic achievement?" The traditions and beliefs about leadership in schools are no different from those regarding leadership in other institutions. The principal is considered to be vital to the successful functioning of many aspects of a school.

Studies conducted in U.S by Marvel and Morton (2006) identified the principal as the single most influential person in a school. He/she is the person responsible for all activities that occur in and around the school building. It is the principals' management practices that set the tone of the school, the climate for teaching, the level of professionalism, the morale of teachers and the degree of concern for what students may or may not become.

The principal is the main link between the community and the school and the way he/she performs in this capacity largely determines the attitudes of parents and students about the school. Seashore and Leithhood (2010) observed that if a school is vibrant, innovative and child centred, if it has a reputation for excellence in teaching, if the students are performing well, one can almost always point to the principals' management practices as key to success.

Karen and Kenneth (2004) believe that principals perform among other key functions shaping a vision of academic success for all students, creating a climate hospitable to education, cultivating leadership in others, improving instruction, managing people, and data processes to foster school improvement. Today, improving school leadership ranks

high on the list of priorities for school reforms; a detailed 2010 survey by Wallace foundation found principals' leadership as among the most pressing matters on a list of issues in public school education. Although in any school, a range of leadership patterns exist among principals, assistant principals, teachers and parents, the principal remains the central source of leadership influence in a school Andrews (2008).

Writing on leadership, Andrews (2008) noted that effective principals are responsible for establishing a school wide vision of commitment to high standards and success of all students. For years, public school principals were seen as school managers and as recently as two decades ago, high standards were thought to be the province of the college bound "success". He futher noted that in a school that begins with the principal's spelling out high standards and rigorous learning goals, high expectations for all including clear public standards is one key to clossing the gap between the advantaged and less advantaged students and for raising the overall achievement of all students.

Anderson and Seashore (2004) futher argued that an effective principal makes sure that the notion of academic success for all gets picked up by the faculty and underpins a school wide learning improvement agenda that focuses on goals for students' progress. The most effective principals focuses on building a sense of a school community with attendant characteristics which include respect for every member of school community; "welcoming, solution-oriented, no blame, professional environment; " and effort to involve staff and students in a variety of activities, many of them school wide. Principals who get high marks from teachers for creating a strong climate for instruction in their schools also receive high marks than other principals for spurring leadership in the faculty. According to the research from the university of Minesota and university of Toronto by Seashore and Leithhood (2004), these scholars found out that effective leadership from all sources – principals, influential teachers, staff teams and others – is associated with better student performance on maths and reading tests.

They concluded that principals have the most influence on decisions in all schools. However, they do not lose influence as others gain. Indeed, higher performing schools awarded greater influence to stakeholders. Principals themselves agree almost unanimously on the importance of several specific practices including keeping track of teachers professional development needs and monitoring teachers work in the

classroom; observing and communicating on what's working well and what is not. Moreover, they shift the pattern of the annual evaluation cycle to one of on going and informal interactions with teachers Michael and Brandley (2003).

Brandley and Michael (2003) described five key responsibilities of the principal

(i)   Shaping a vision of academic success for all students, one based on high Academic Standards.

(ii)   Creating climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail.

(iii)   Cultivating leadership in others so that teachers and other adults assume their part in realising the school vision.

(iv)   Improving instruction to enable teachers to teach at their best and students to learn their utmost.

(v)   Managing people, data and processes to foster school improvement.

Kenya like any other country values education because of its intrinsic and extrinsic gains. Education is an important phenomenon in the society because it helps the individual learners to overcome their limits and transcends in order to have their aspirations achieved. The government of Kenya has a duty to ensure that its citizens are educated to enable them to participate fully in the development of their country. Education is important in Kenya because the kind of job one acquires generally depends on his/her level of education. Normally, the higher the level of education, the more prestigious the job and the greater the earnings.

The Kenya Education Commission Report (1964) observed that secondary education not only serves as a base for higher education but also opens the door for wage employment. Ones level of education determines the kind of occupation he/she gets into because education is seen as a powerful weapon which can be used for economic, social and intellectual advancement. Education equips the child with appropriate skills, knowledge and understanding of the world in which he lives and helps the child to attain his/her full formation or completeness as a person. Examination and certification are central to education and training process in Kenya because they are a means of evaluating the level of achievement for purposes of further education, training and/or employment. The

Kenyan education system is examination oriented, because the success of any school is measured by the quality of results in national examinations. The Daily Nation as reported by Muya (1987) observed that public examinations had become a matter of life and death in the country because we are living in an examination-oriented society. Without a good certificate one cannot get a better future.

There is high competition among Kenyan schools each trying to produce good results every year. There is much emphasis on good performance in examinations and acquisition of good academic certificates that would enable school leavers to gain further education or employment. There has been increasing pressure from parents, taxpayers and stakeholders in schools' performance in national examinations. They evaluate schools in terms of students' performance in national examinations. It is evident that some secondary schools perform better every year in national examinations than others. One factor which is responsible for this is the differences in school organization and the headteachers' managerial practices.

Fuller (1987) noted that management practices can vary enormously at times independent of school official goals and that headteachers employ a variety of means in supervising the staff and motivating teachers to improve their practices.The headteacher's leadership behaviour is given serious attention by educators and policy makers. The headteacher is the central figure when the school is considered as a formal organization. His position in the school provides him with an opportunity to motivate his staff and to improve the standards of academic performance in the school. Headteachers are greatly accountable for academic achievements of their students. Jode and Jacoby (1986) concur that instructional processes are affected directly or indirectly by various management practices exercised by headteachers. This leads to high or low academic achievement in schools. Headteachers are charged with the task of managing human resources in their schools. Their managerial behaviour has great impact either negatively or positively. Effective headteachers usually concentrate on planning, coordinating and facilitating the work without neglecting interpersonal relationships with the staff, support staff and the student body.

Studies conducted by Andrews, Jode and Jacoby (1986) all concur that "the strong leadership of the headteachers was the greatest prediction of student achievement in national examinations".

In their studies Andrews, Jode and Jacoby (1986) observed that efficient use of instructional time within the classroom is more strongly determined by the management practices of the headteacher. More effective headteachers are likely to set high performance goals for their schools and improved performance in national examinations. Studies conducted by Brookover (1979) observed that good performing schools are run by headteachers who exercise assertive leadership while unsuccessful schools are run by headteachers who are bogged down with administrative details which renders them unable to engage in leadership activities. These studies stress that the managerial practices of headteachers are important in determining the schools' performance in national examinations. Evidence from recent studies conducted by Leithhood (2010) show that schools' organizational management greatly influences students academic outcomes in schools. Thus what the headteachers, the teachers and the students do in schools and in classrooms, that is, how they spent their time in schools, how the pursue their objectives and how they interact greatly determines the students' performance in national examinations. In high performing schools, team spirit is encouraged by the headteachers. There is order and safe climate, which encourages teaching and learning.

The minister of education (1993) noted that the admission of best students and facilities parse does not matter, what matters is what goes on inside the schools. Positive climates, hard work by teachers and students, discipline and effective teaching were the most vital factors behind good results in national examinations. The school's effort is measured by the quality of results in national examinations. The headteachers are charged with implementation of the curriculum and general school organization, which contributes to good performance in examinations. Good examination results are the ultimate blessing of schools. The Kenyan parents access the schools effectiveness on how students perform well in national examinations.

Bigala (1978) put it that, examinations are end in themselves and a source of fear and anxiety to pupils who are very concerned about memorization of abstract information which enables them to pass examinations. The headteacher therefore occupies a strategic

position in the school organizations structure for developing a school climate which is conducive for learning. Since the success of teaching and learning takes place in the school, the quality of education is greatly determined by the headteachers' managerial practices, which play a major role in determining the schools performance in national examinations.

1.2 Statement of the Problem

In Kenya, the problem of performance in secondary schools in national examinations has been a concern of all stakeholders. In Kitui County, the situation has been worse due to the continuous students' poor academic performance every year. Very few students qualify to join public universities and Kitui Central District has lagged behind in students' academic performance in national examinations. Educators and members of public acknowledge that different schools achieve different degrees of success even with similar learning facilities. There is great competition today among schools all trying to produce better results in national examinations. Some have maintained better results while others have dropped due to different management practices of headteachers in the schools. Success in producing good results in national examinations is largely determined by the headteacher and the type of management practices in the school. The headteachers' management practices are important in shaping the school's organizational climate and the students' academic performance.

In Kenya studies focusing on headteachers' management practices have not been well conceptualized. Studies available tend to focus on students' discipline, teachers' motivation and academic performance in public schools in Koibatek District, Kenya as reported by Ocham (2012). In his studies, though students' discipline, and teacher motivation were found to boost morale in enhancing students performance, there is lack of sufficient knowledge on the influence of headteacher's management practices on students academic performance. In public schools in Kitui County performance has been poor as indicated by poor performance index of students in their KCSE examinations. There is therefore need to look at the influence of headteachers' management practices on students' academic performance and suggest possible interventions. Thus, this study sought to investigate the influence of headteachers' management practices on students' academic performance and suggest possible interventions and strategies for improved

students' academic performance in the District and in Kitui County hence the need for this study.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of the management practices of headteachers on students' academic performance in public secondary schools. The study attempted to: examine whether headteachers' management practices of supervision, motivation and effective communication affects students' academic performance in national examinations.

1.4 Objectives of the Study

The objectives of the study were:

  i.   To determine the influence of headteachers' practices of supervision on students' accademic performance in public secondary schools in Kitui Central District.
 ii.   To establish the influence of motivation by headteachers on students' accademic performance in secondary schools.
iii.   To establish whether effective communication by headteachers affect students' academic performance in secondary schools.

1.5 Research Questions

The study was guided by the following research questions:

  i.   How does the headteachers' level of supervision affect students' academic performance?
 ii.   In which way does the headteacher's motivation in school affect students' accademic performance?
iii.   How does the headteacher's management practice of communication affect students' academic performance in national examinations?

1.6 Significance of the Study

The study addresses the management practices of headteachers' in secondary schools in Kitui Central District. It highlights the management practices of headteachers which can result to improved performance in national examinations in the district. The findings of

the study could shed light to the rest of the schools outside the District on management practices which can bring about better students' academic achievement. The study will be useful to the educators when formulating ways of improving performance in the county and elsewhere. The academia may also benefit in that the study will add to the existing knowledge in headteachers management practices and also propose areas for further studies.

1.7 Limitations of the Study

The data which was used in the study was collected in a span of six months. This implies that even though findings of the study depicted the situation as it was at that particular time, a study of a longer period of time would produce more representative results. Due to the vast geographical dispersion of schools, the researcher was not in a position to have a larger sample size for better representation. However, the sampled schools were used to represent the sampled population for the study. There are other factors that affect students' academic performance; however the researcher was limited to headteachers' management practices due to the limited study period.

1.8 Delimitations of the Study

There are many factors that affect students' academic performance in secondary schools; however, this study only focused on the headteachers management practices and only in Kitui Central Public Secondary schools. A study of a wider area would produce more representative results.

1.9 Assumption of the Study

The study assumed that:

i.   Headteachers' management practices influence the students' academic performance in national examinations.
ii. Headteachers' management practices of supervision, communication and motivation greatly affected students' academic performance in national examinations.

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1.10 Definition of terms

Motivation   - In this study refers to ways of making employees have interest in their work.

Supervision   - Refers to a system of overseeing that employees perform their duties well.

Communication   - In this study refers to the processes used by the headteachers to pass information in the school.

High Performing Schools   - These refers to schools whose performance in KCSE is or above a mean score of 5.00 out of 12.00.

Low performing Schools   - They refers to schools whose performance in KCSE is below a meanscore of 5.00 out of 12.00.

Performance: - In this study refers to the grades both per subject and overall grades that a student obtained in national examinations.

Management Practices   - These refers to the management skills/behaviour exercised by a headteacher in a school.

Headteacher/Principal   - These two are used to mean the executive head of a Secondary School institution or the highest authority in the school.

Students Performance   - The students' mean achievement score in KCSE Standardised examinations

National Examination   - Standardised tests designed to measure the students' academic and Practical knowledge on various subjects taught during form one to form four in secondary curriculum in the Kenya system of education. The National Examination referred to was the Kenya certificate of Secondary examinations (KCSE).

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher presents a review of related literature on management practices of headteachers in secondary schools and their impacts on students' academic Performance. The first part presents literature in general form on headteachers management practices in schools and Studrnts academic performance in national examinations. The second part is devoted to related literature on each specific headteachers – Management practices of Supervision; Motivation and Communication on Students' Academic performance. The third part deals with the Theoretical framework and the last part presents the Conceptual framework for this study.

2.2 Headteachers' Management Practices and Students' Academic Performance in National Examinations

Management is a process that involves planning, organizing and staffing, controlling and problem solving. Effective headteachers usually concentrate on planning, coordinating and facilitating the work without neglecting interpersonal relations with the staff, students and the subordinates. More effective headteachers are likely to set high performance goals for their schools and act as linking pins with other group and with higher management. Edmonds (1979) in his study of exceptional urban elementary schools pointed out that the headteachers' management practices were crucial to school success because they influence the behaviour of subordinates and leaders and initiate programs, set policies, obtain materials and fiscal resources and provide motivation.

Headteachers are responsible for introducing useful changes aimed at improving the quality of schools instructional programmes. Studies on exemplary schools have described effective headteachers as task oriented, action oriented, well organized, skilled in work, and delegation in getting things done Edmonds (1979). Andrews study as reported by Brandt (1987) found that high performing schools were characterized by high expectations, frequent monitoring of student progress, a positive learning and goal clarity. Effective headteachers exert pressure on teachers and students for high academic achievement. Brookover (1979) in Michigan found that successful elementary head teachers frequently visited classroom, presented innovative programs and techniques to

the staff to discuss books relating to school effectiveness. They met with small groups of teachers to discuss their students' achievement and organized teachers' effectiveness training programmes.

Brookover (1979) in his studies further noted that the highest level of school management specializes on students' achievement and their well being. Headteachers in high achieving schools use various means such as interpersonal relations, administrative and other managerial behaviour that provide the central focus of other styles of leadership in order to achieve the schools' objectives. The headteachers' management practises are therefore a key player in establishing the school's wide instructional goals, practices and in developing the schools' curriculum. One of the roles of the headteacher is to carry out internal supervision of curriculum implementation in his/her school. This involves physical observation of teachers lessons in progress. Regular class supervision promotes curriculum goals and failure to do so may lead to poor performance in national examinations Edmods (1980).

By the early 1980's there emerged an agreement about the characteristics common to the schools which people admired in U.S.A. Edmonds (1980), lists seven characteristics of high performing schools in examinations in U.S.A, as follows:

i.   High performing schools have a clear articulated instructional focus; that is, a clearly articulated school mission through which the staff shares an understanding of a commitment to the instructional goals, priorities, assessment procedures, and accountability. The staff accepts responsibility for the students' learning of the school's essential curricular goals.

ii. There is use of systematic evaluation and assessment. Edmonds (1980) argues that no school can be effective or successful in examination performance unless it has academic goals to be accomplished, because, effectiveness means goal accomplishment. It is not surprising, then, that good schools have a curriculum, which is constantly evaluated and that students' progress is regularly assessed. The results of assessment are used to improve individual students' performance and also to improve instructional programmes.

iii. There is expectation in effective schools that all students will learn well. Edmonds (1980) argues that; Most consistent findings in the school

effectiveness is the crucial connection between expectations and achievement in the standard tests.

iv. There is an orderly, purposeful, businesslike atmosphere which is free from threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

v. In the high performing schools, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are engaged in whole class or large group learning activities that are planned and teacher directed.

vi. The principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents and students. The principal understands and applies characteristics of instructional effectiveness in management of instructional programmes.

vii. The parents understand and support the basic mission of school and are made to feel that they have an important role in achieving this mission.

Brookover (1982) discovered that:

i. Teachers in higher achieving schools spend a larger proportion of class time on instruction.

ii. Lower achieving schools tend to write off a larger proportion of their students.

iii. Higher achieving schools tend to create activities in which groups of students compete as teams rather than individuals.

iv. Teachers in high achieving schools make immediate correction and provide re-instruction, when students failed to give correct responses and positive reinforcement was given to students who gave correct answers.

v. The higher achieving schools had an orderly and safe climate which encouraged learning and teaching.

vi. These schools concentrated on their professional task of teaching and learning and they gained their eminence because they do not allow trivialities or distractions to deviate them from that task.

In Britain, the findings of Rutter (1979) in their study of twelve-inner London schools, found out that:

i. Inner London Schools' lessons were-oriented with time focused on subject matter rather than on behavior or administration.

ii. Teachers worked and planned together, and there was strong supervision and co-ordination of instruction by senior teachers.

iii. Formal reward systems, public commendation, and immediate feedback to students and good performance existed in the good schools.

iv. Students were expected to take responsibility for day-to-day matters in their school like looking after their own books and facilities.

v. Home work was set and followed up. The good schools often emphasized good academic performance and students were expected to work hard to succeed in their examinations.

vi. The good schools had a good atmosphere and ethos of students achievement.

According to Rutter (1979), the above differences were accounted for by school alterable factors of; degree of academic emphasis, teacher actions in lessons, the availability of incentives and rewards, good condition for pupil's learning, and the extent to which children were able to carry out responsibility. The principals' management practices greatly contributed to the differences in performance. Boyan (1985) consistently reported that successful schools in examination performance, have the following characteristics: School climate conducive to learning, one free of disciplinary problems and vandalism; a school wide emphasis on basic skills on instructions; teachers who hold high expectations for all students to achieve; a system of clear instructional objectives for monitoring and assessing students' performance; and a school principal who is a strong programmatic leader and who sets high standards, observes classrooms frequently, maintains students' discipline, and creates incentives for learning.

Orora (1998) observed that research on school leadership and school management is gaining momentum with the increasing awareness that within the school environment, the headteachers are the actors in charge of translating policies into everyday practices. Evidence from school improvement literature according to studies in the United States by Brooker (1979), Edmonds (1982), Mortimore (2000), all concur that effective leaders exercise a direct or indirect but powerful influence on the school's capacity to

implement reforms and improve students' levels of achievement. They futher pointed that headteachers in high achieving schools engage more in behaviour associated with cultural linkage than headteachers in other schools. In their study students' achievement appears to be influenced by environmental and organization characteristics. Studies conducted by Evans (1999), Sorgionanni (2001) and Chege (2002) found that the quality of leadership in a school matters in determining the motivation of teachers and the quality of the teaching. Moreover, Sergiovanni(2001) noted that the more distributed the leadership is throughout the school community, in particular to the teachers, the better the performance of that school in terms of students' outcomes.

The roles and responsibilities of school principals are vital to the function of individual schools. There is therefore need to have policies that actually result in school environment in terms of performance. Kilanga (2013) noted that the school principals need to be well prepared in leading organizational changes which address the performance gaps of students. The development of the education sector has been a long standing objective of the government of Kenya since independence in 1963 to date.

Education is considered by various stakeholders and players as a basic need and a right. Performance ranks high on the national agenda with educators and policy makers focusing on testing, accountability, curriculum reform, teacher quality and headteachers' management practices. Few studies have been done in Kenya on principals' management practices and their contribution to performance in public secondary schools. Majority of them confined their studies to the administrative functions of the school principals. For example, Wamukuru and Odebero (2006), Abaya (2011) carried out a study on how secondary principals build trust in Kenya secondary schools. The study based in western Kenya found out that principals had to among others sustain high levels of competence, professionalism as well as morals. The study however did not relate the trust thus created within and without the schools with the way students performed academically. This is a gap that this study wishes to address.

2.3 Influence of Headteachers' Management Practices of Supervision on Students' Academic Performance

According studies conducted by Kent (1989) headteachers should supervise teaching and learning in the school by: ensuring that early lesson planning is always done,

ensuring that lessons are structured with an interesting beginning, revision of previous lesson, teacher voice variations and summary of major points are done, that there is use of backups (teaching aids by teachers) properly and that there is good relationship between teachers, students and that teachers follow up curriculum strictly. Edmonds (1979) further noted that students' progress should be frequently monitored and that in high performing schools headteachers establish a system of evaluating the students frequently through tests and examinations. Those who perform unsatisfactory are forced to repeat the work by teachers. It is communicated to classteachers by the headteachers that their students' progress is a concern for the whole school.

Orlosky (1984) noted that supervision is a major function that the school head must carry. It includes supervision of activities supportive of improving instruction that is curriculum and material development, evaluation of programmes and instructional planning. Usdan (2001) argues that, for there to be student learning, the principals must serve as leaders. Among the things they list as requirements to achieving this include: working with teachers to strengthen skills, knowledge of academic content and pedagogy, collect, analyse and use data, posses the leadership skills to fulfill the role and ability to rally all stakeholders to increase students performance. Teachers ought to be closely supervised for effective teaching in order for students to consistently do well in national examinations. For a school to perform well in national examinations there must be a teaching scheme for each subject on the curriculum. This is because the teaching schemes provide the school with organizational systems of content coverage for the full period of the course in each subject Mbiti (1974).

Mbiti (1974) says that supervision concerns the tactics of efficient and proper management of personnel. The headteachers should frequently monitor the teaching and learning process in the school. The failure of any organization depends mainly on its personnel. There must be a proper system of supervision to ensure that the organizations goals are met. In schools which perform well, the headteachers give proper directions about what to do and as well spots the problem areas and rectifies them before things get worse.

The Kenya's education system is dominated by examination orientated teaching where passing examination is the benchmark for performance because there is no internal

system of monitoring learning education cycle. Maiyo (2009) noted that examinations are generally accepted as valid measures of achievement. The responsibility of checking professional documents like teachers' schemes of work and lesson plans lies in the hands of the headteacher. This may be done in person or he may delegate to the deputy headteacher or the senior the teacher. Preparation and use of schemes of work by the teachers, enhances sequential teaching and results to improved academic achievement. This should be done frequently to allow the headteachers to monitor curriculum implementation. Lack of this close monitoring is a factor which could contribute to poor performance in national examinations. Writing on the American set up Usdan (2001) noted that the role of the principal is that of manager where it is the duty of the principal to manage the budget, manage personnel and carry out other operational issues. In the same scenario in Kenya it is the principal who is the TSC agent in the school who oversees the implementation of the curriculum as stipulated by MOE. The management practices of the principal ensure the effectiveness of the school.

2.4 Influence of Headteachers' Management Practices of Communication on Students' Academic Performance

Communication is a very important tool in management. It can be used to boost the morale of teachers and pupils in the schools. Effective communication in the school foster friendship among the staff, students, non-teaching staff and the whole school community. Goodland (1984) also noted that learning appeared to be enhanced when students understand what is expected of them, get recognitions of their work, learn quickly about their errors and receive guidance on improving their performance. Effective communication is necessary if a school has to achieve its educational objectives. Studies conducted by Sweeney (2012) pointed that headteachers should be interested in what goes on in classroom because that is where the customers are served to determine the quality factor of service provided. This is ensured through effective communication in the school, which eventually impacts on the school academic achievement in natioonal examinations. Effective headteachers are instrumental in schools' success in national examinations.

For example, Andrews study as reported by Brandt (1987) reported that successful head teachers communicate the school vision effectively, provide resources for instruction,

act as instructional resources and maintain a high visible presence in all aspects of the school. The study found out that the schools that performed well in mathematics: the principals who are the managers of their schools practiced democracy in that they took everybody on board with no reservations. This study was however limited only to students performance in mathematics.

Mbiti (1974) noted that a manager who knows his job well must brief members of the teaching staff of their responsibilities. He must inform his staff about events and activities and avoid last minute communication. Headteachers as managers of schools among other things must explain and clarify the objectives of ongoing innovations to the teachers and students in the school if these innovations are to be carried out successfully. Mbiti (1974) further notes on the importance of communication through staff meetings, which should aim at: Programming for the future events and examinations in the school, making official announcements to teachers on the content of circulars from the ministry, discussing subject allocations and fostering friendship among staff. Education managers must create opportunities for understanding the needs aspirations and frustrations of each staff members through effective communication, mutual trust and openness amongst stakeholders.

Ngware and Wamukuru (2006) noted that, in addition to general communication skills, training teachers in the principles of teamwork and team building would be of great benefit to both the teachers and students. A team that meets regularly provides the members with the opportunity to express concerns, offer opinions and ask for clarification of roles, duties and goals. Teams with clearly defined roles and regularly scheduled meetings can experience many advantages not the least of which include increased job satisfaction, reduced tension, improved job performance and self confidence. Effective headteachers should identify the expectations for their schools and describe them correctly for the entire schools.

The studies by Nzuve (1999) found that most people would like a clear understanding of what is expected of them in the workplace. To provide the best education or care for students, principals need to communicate clearly and regulary communicate to share the frustrations and disappointment of the teachers and other workers. Teachers must also

know the principles of effective communication and how to use these communication skills to provide students with the daily direction they need in the school.

Gray (2004) noted that it is through intense social communicative processes that organizational cababilities are developed and enacted. Communication is therefore of great importance in the schools' socialization, decision making, change management and problem solving processes. In a school set up, there has to be communication for it to be effective and efficient in achieving the school set goals. Communication builds up relationships in schools among the principals and the school community.

2.5 Influence of Headteachers' Management Practices of Motivation on Students' Academic Performance

Motivation is the complex forces, incentives, needs, desires, tensions and other mechanisms which start and maintain voluntary activity by members of an organization such as a school, for purpose of attaining personal aims, organisational goals, targets, professional roles and status Hoy and Miskel (1987). Good students achievement will occur when we have a situation whereby teachers look at principals as facilitators, supporters and reinforces in accomplishing, the school's mission rather than as guiders, and leaders of their own private plan Mc Ewan (2003). He further argued that school community should ensure maximum flexibility with an open door where teachers, non teaching staff and students are encouraged to consider school problems which must be talked by the person most capable of resolving them. Schools should provide fringe benefits and exclusive privileges. For instance, school based Health Services for students, teachers and non teaching staff and the surrounding local community.

Hoy and Miskel (1987) observed that a school should have an outreach package for all community members. These could include clubs, retirement packages, competition prizes and rewards, certificates of services and recognition awards. Schools should develop an overall school based incentive systems. Hence, everything done; each member of the school community should try to improve to make a better product and give a better service with minimum of resource outlay. Robbins (1988) noted that motivation of human resources in any work place is associated with high productivity. Rewards may be used for motivation either financial on non-financial rewards. Many studies and reports have associated the productivity of human resources with how such

resources are managed. Educational administrators have recommended rewards, which are individualized to reflect the differences, in what employees consider important. Robbins (1988) pointed out that rewards should be given on the basis of effort and performance of personnel.

The way staff members and pupils are compensated determines their motivational levels. The staffs that are better enumerated are likely to be more motivated than poorly remunerated staff Mbiti (1974). He further noted that headteachers must realize that their major tasks include among other things seeing to it that necessary monitory resources are available for the school use and to motivate their staff to produce a lively school spirit as well as excellence in work performance. Motivation is necessary if schools objectives and overall school efficiency is to be achieved. It makes the teachers put utmost effort in their work and leads to school efficiency and better academic perfomance.

Armor (1976) observed that motivation in the school should not only be through monetary rewards but it should also involve the proper use of verbal praise and other non-monetary rewards such as letters of appreciation and presentation of gifts. Headteachers should also recommend promotion of teachers who have shown excellent performance to boost their morale and productivity. Studies conducted by Ocham (2010) pointed out that the greater involvement of teachers in school decision making improve teacher motivation and commitment hence improves school performance. He argued that as managers, headteachers should work to maintain an environment that supports teachers' efforts in the classroom and minimize outside factors that can disrupt the learning process.

Storey (2002) argued that in high achieving schools headteachers encourage a spirit of cooperation between the staff, the administration and the entire student body in the school. Studies by Otieno (2008) on factors influencing performance of Gusii schools found out among others, inadequate teaching resources, poor syllabus coverage, poor administration leading to lack of motivation in teachers and poor infrastructure as common factors at poorly performing schools in national examinations. The survey concluded that in good performing schools, they maximized support from parents, high standards of discipline among teachers and students. Hayness (2011) is of the opinion

that maintaining healthy employees' relations is an essential pre-requisite for organizational success, hence principals should relate well with the teachers for improved academic performance.

A school in which good morale prevails is likely to have less disciplinary problems amongst teachers and students. Headteachers have recognized the fact that high motivation contributes to academic success of students in national examinations rather than school facilities. For example in the Daily Nation (1993) the headteacher of Nyeri High School reported that motivation and hard work on the part of students and teachers had contributed to the success of the school in national examinations. It is clear that high academic achievement is observed in schools where both teachers and students are motivated by headteachers.

Bhella (1982) in a study that correlated the teachers' production and principals' leadership found out that where important relationship exists between teacher/principal relationship and his/her concern with people, production was high. The study showed that a principal who demonstrates a high level concern for people and for the product, has a better rapport with school community. Renson (2009) carried out a study on the role of the school leadership on students' achievement in Kenya. The research focused on how the principals leadership style affects the performance on mathematics in Kenyan secondary schools. The study did not relate the influence of headteachers management practices on academic performance thus the need for this study.

2.6 Performance

Generally, the concept of organizational performance is founded upon the thought that, an organization is a voluntary alliance of productive assets that include human, physical, and capital resources with the aim of realizing a shared purpose Barney (2001). Armstrong (2001) quotes Brumbach (1988), as having indicated that performance refers to results as well as behaviors, and fine-tuning organizational behaviors and work activities with the aim of achieving results or outcomes. These behaviors are as a result of physical and mental effort applied to tasks. The behavioral aspect of performance has to do with what an individual does at work place. In a school set up this will include for instance, teaching basic reading skills to elementary school children. For any behavior to be subsumed under the performance concept, it has to be relevant to the organizational

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goals Campell (1999). On the other hand, the results aspect refers to the consequence of the individuals' behavior; these results are however dependant on other factors apart from the individuals behavior. In a school setup, the results aspect of performance can be defined but is not limited to students test scores, examination results, students' capability to generally apply what is learnt, and the graduation rate to institutions of higher learning.

2.7 Theoretical Frame Work: McGregor's Theory X and Y

Theory X postulates that workers or employees are lazy and will always avoid responsibility to achieve high performance; there is need to control and even threaten them Okumbe (1998). Theory Y postulates that employees are human being and therefore a manager should provide the enabling environment that enables employees to realise the potential they are endowed with. McGregor's theory was adopted for this study because there are cases where teachers and students just do not want to follow a certain code of set behaviour and the leader or managers have to apply various management practices to ensure that they do the right things.

Theory X assumes that people dislike work; they want to avoid it and do not want to take responsibility. Theory Y assumes that people are self-motivated, and thrive on responsibility. In a Theory X organization, management is authoritarian, and centralized control is retained, whilst in Theory Y, the management style is participative: Management involves employees in decision making, but retains power to implement decisions. Theory X employees tend to have specialized and often repetitive work. In Theory Y, the work tends to be organized around wider areas of skill or knowledge; Employees are also encouraged to develop expertise and make suggestions and improvements. Theory X organizations work on a 'carrot and stick' basis and performance appraisal is part of the overall mechanisms of control and remuneration. In Theory Y organizations, appraisal is also regular and important, but is usually a separate mechanism from organizational controls. Theory Y organizations also give employees frequent opportunities for promotion.

Although Theory X management style is widely accepted as inferior to others, it has its place in large scale production operation and unskilled production-line work.

Many of the principles of Theory Y are widely adopted by types of organizations that value and encourage participation. Theory Y- style management is suited to knowledge work and professional services. Professional service organizations naturally evolve Theory Y- type practices by the nature of their work; Even highly structure knowledge work, such as call center operations, can benefits from Theory Y principles to encourage knowledge sharing and continuous improvement.

Weakness of Theory X and Y

Theory X style of management fosters a very hostile and distrustful atmosphere - An authoritarian organization requires many managers just because they need to constantly control every single employee, and the method of control usually involves a fair amount of threat and coercion. At times, an employer that is overly threatening will lead to dissatisfaction among employees, or they might even attempt to blame each other in order to save themselves from the threats. Conversely, Coercion might work better with the prospects of bigger rewards for more, but employees might purposely try to cheat or attempt to hide the truth itself. Also, employees might try to sabotage the efforts of each other in order to make it easier for them to achieve the rewards. Theory Y style of management is tough to uphold in reality - The core belief of Theory Y, is that with the right support and the right environment, self-directed employees will be able to perform their jobs well. However, because every individual is different from one another, creating an environment which fits all does not sound very practical in the current era of organizations.

Theory X and Theory Y is very hard to be used with each other - Just because we think that utilizing different theories in order to accommodate different types of employees does not mean that it would be beneficial to the companies. In the end, the human labor of the company might be improved, but at the cost of creating monetary loses as well as inefficient allocation of resources.

Strengths of Theory X and Y

McGregor's work on Theory X and Theory Y has had a significant impact on management thought and practice in the years since he first articulated the concepts. In terms of the study of management, McGregor's concepts are included in the overwhelming majority of basic management textbooks, and they are still routinely presented to students of management. Most textbooks discuss Theory X and Theory Y within the context of motivation theory; others place Theory X and Theory Y within the history of the organizational humanism movement. Theory X and Theory Y are often studied as a prelude to developing greater understanding of more recent management concepts, such as job enrichment, the job-characteristics model, and self-managed work teams. Although the terminology may have changed since the 1950s, McGregor's ideas have had tremendous influence on the study of management. In terms of the practice of management, the work place of the early twenty-first century, with its emphasis on self-managed work teams and other forms of worker involvement programs, is generally consistent with the precepts of Theory Y. There is every indication that such programs will continue to increase, at least to the extent that evidence of their success begins to accumulate.

2.8 Abraham Maslow's Hierarchy of Needs

Many theorists have tried to explain the importance of the human resources approach. One of these individuals was Abraham Maslow (1943).

He is widely known for his creation of Maslow's Hierarchy of Needs.

```
                    Self
                 Actualization

                 Self Esteem
                    Love

              Food, Shelter, Safety

              Psychological Needs
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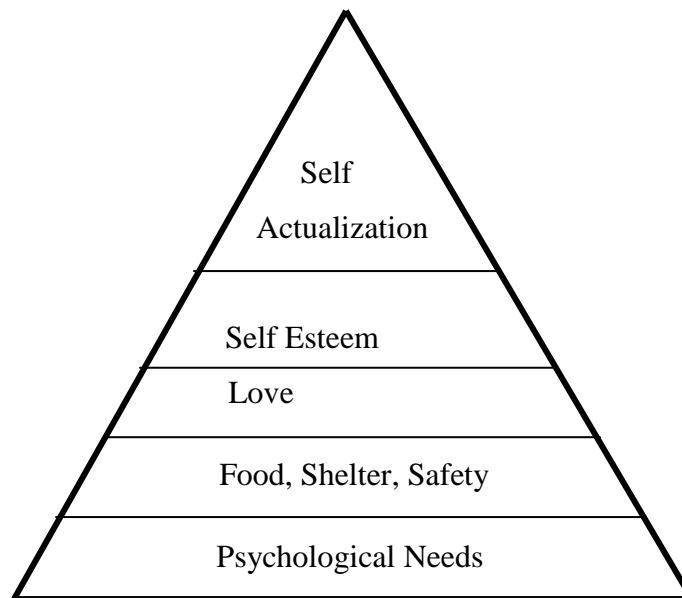
Figure 1: Maslow's pyramid of needs

From his studies he proposed a hierarchy of human needs building from basic needs at the base to higher needs at the top. According to Maslow people need to satisfy each level of need before elevating their needs to the next higher lever. For example a hungry person's need is dominated by a need to eat and not to be loved until he is no longer hungry.

Workers need to be in a safe environment and know that their bodies and belongings will be protected. If they don't feel safe they will find it hard to work efficiently. Maslow believed that if employees' basic psychological and safety needs met, they will start attempting to achieve love, affection and belongingness. Managers would have better worker retention and satisfaction if they provided a conducive environment; Headteachers who are managers should provide a friendly working environment so as to retain teachers and other workers. In his level of needs he believes that individuals are motivated by the desire for strength, for achievement, confidence and independence of freedom. If employees do not feel that their input is valued at the organization, they will seek out other places of employment because human beings have an intrinsic need to be appreciated for their efforts. In his fifth category of needs Maslow explains self actualization as the desire to become everything that one is capable of becoming.

Strengths

Maslow's believes that if individuals can have their needs met in order of layers then they can be both motivated and seek opportunities to excel. Maslow Hierarchy of needs helps managers to understand how to motivate workers and strive for more in the organization. Hence, communication is very important because we need to understand what employees need in order to motivate them to work more proficiently and productively. Managers should consider the needs and aspirations of individual subordinates.

Weaknesses

Maslow's broad assumptions of human needs have been disapproved by exceptions as he seems to be too theoretical in his models and approach to human needs. Regarding monitory rewards, sometimes beyond certain level of pays (e.g. Consultation) other things become more important like working conditions, and working environment. Hence the need for this study to find out how management practices of headteachers affects academic performance. Recent Studies by Kenrick as reviewed by John (2010) have come up with a new pyramid of needs. Instead of many of the activities that Maslow labeled as self actualizing, they reflect more on biologically basic drives to gain status. Thus they came up with a new restructured pyramid after observing how psychological process radically change in response to evolutionarily fundamental motives such as self protection, mating or status concerns. The bottom four levels of the new pyramid are highly compatible with Maslow's, but the big changes are at the top. The most controversial modification is that self actualization no longer appears on the new pyramid at all.

At the top of the new pyramid are three evolutionally critical motives that Maslow;s over looked that is mate acquisition, mate retention and parenting as shown in the figure below:
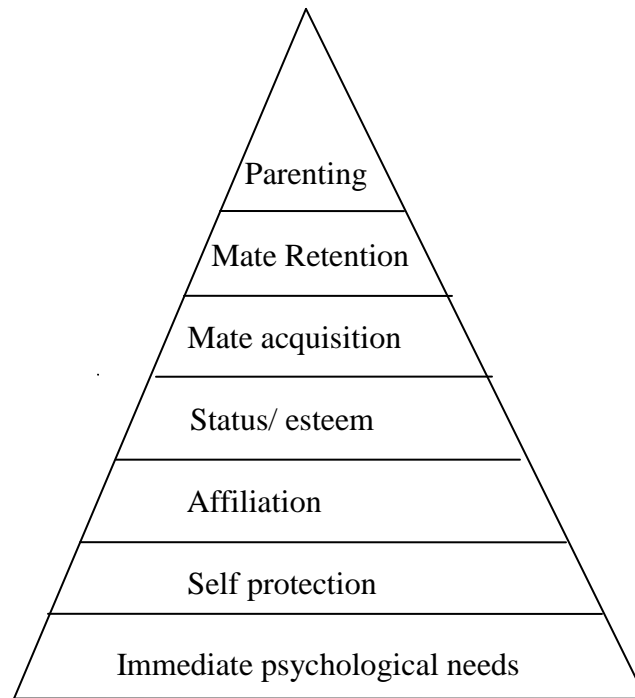
Figure. 2: Revised pyramid of needs

2.9 Conceptual Framework

The researcher conceptualized the independent, dependent and intervening variables as shown in figure 3.

Independent Variables   **Dependent Variables**

Head teachers management practices
• Supervision
• Communication
• Motivation

• Academic performance in K.C.S.E.

Intervening Variables
• Student Discipline
• Teaching Methods
• Proper Time Management
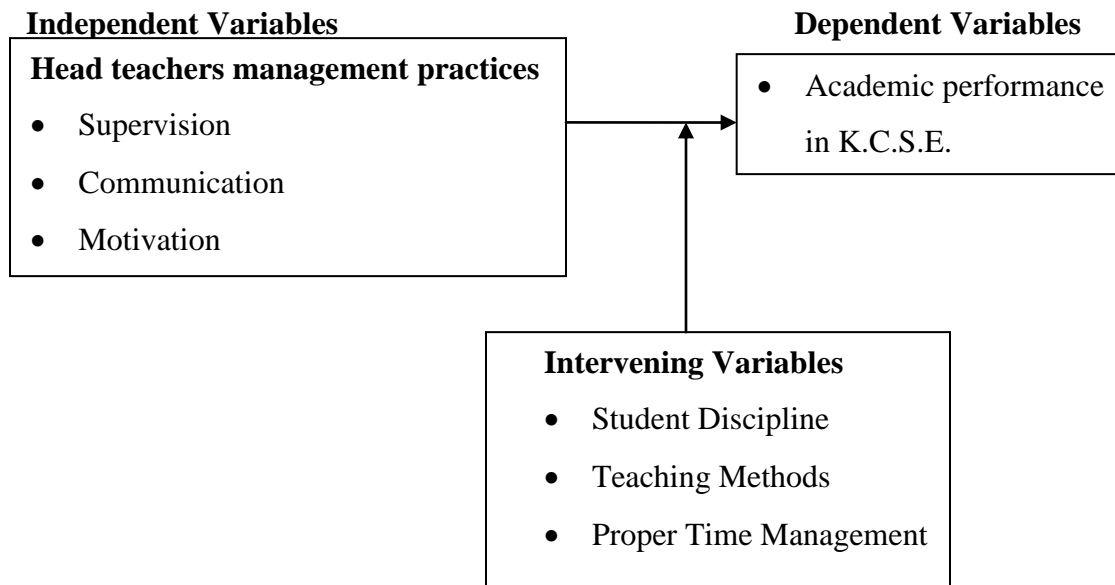
Figure 3: Relationship Between Headteachers' Management Practices and Students' Academic Performance

(Source: Researcher, 2014)

The figure above shows the concepts of independent variables as supervision, communication and motivation. The dependent variable is academic performance. The study investigated the relationship between independent variable on the dependent one. The researcher aimed at determining whether the independent variable: Headteachers' management practice does in any way affect the dependent variable: performance, intervening variables are students' discipline, teaching methods and proper time management.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the researcher presents methods and procedures employed to obtain data. It also explains the data analysis techniques, which were used by the researcher to analyse and interpret data related to the management practices of headteachers in secondary schools and their effects on students academic performance. The chapter is subdivided into the following sections: The research design, target population, sampling procedures and sample size, instrumentation, the validity of research instruments, reliability of research instruments, data collection procedures and data analysis.

3.2 Research Design

The researcher used descriptive survey design to investigate the influence of headteachers' management practices on students' academic performance in Kitui Central District. According to Koul (1993) descriptive survey is the only means through which opinions, attitude and suggestions for improvements on educational practices and instructions can be collected. Since the study covered a large number of respondents, then the descriptive survey design was the most suitable. The dependent variable was performance whereas the independent variable was the headteachers' management practices.

3.3 Target Population

The target population was Kitui Central District secondary schools. The district by the time of study had a total of thirty three secondary schools according to the DEOs' office record in the year 2013. The respondents included the form three students from the selected secondary schools in the District, teachers and headteachers. Ten secondary schools were selected; five from the high performing schools and the other five from low performing schools. The researcher used a total of two hundred respondents in the study. Due to the vastness of Kitui County the researcher conducted the research in Kitui Central District because at the time of study she was a resident in the district. Gayness (1987) suggests that for a population as the one in the study, a percentage of 10% representation is acceptable.

3.4 Sampling Procedures and Sample Size

According to Bryman and Bell (2003), a sample can be said to be a section of a population that is selected for investigation. The need to sample is key in any quantitative research. The researcher used both stratified and purposive sampling to arrive at 10 schools which translated to 30.30% sample representation. The samples were stratified into two categories of performing and non-performing schools. Performing schools were taken to be those that had achieved a KCSE mean score of 5.00 and above in the year 2010, 2011 and 2012 KCSE results as per the Kitui Central District DEOs records of 2013. All the ten principals from the selected schools took part in the study. The sample also constituted 4 teachers and 15 form three students from each school. The total number of respondents was two hundred. In selecting teachers the researcher considered teachers who had stayed in the school for more than three years. Form threes were selected because they had stayed in the school longer and had adequate exposure to school trainings. Form fours were excluded because they were busy preparing for their KCSE examinations at the end of the year.

Table 1

Sampling Frames

Nature of School Category (i)	Performing Schools	Sampled School	Sampled Method	Percentage
Boys school	3	2	Purposive	90%
Girls school	3	2	Purposive	90%
Mixed school	2	1	Purposive	90%
Totals	**8**	**5**		
Nature of Schools Category (ii)	**Non Performing Schools**	**Sampled Schools**	**Sampling Method**	**Percentage**
Zone 1	8	1	Stratified	32.0%
Zone 2	4	1	Stratified	16.0%
Zone 3	6	1	Stratified	24.0%
Zone 4	4	1	Stratified	16.0%
Zone 5	3	1	Stratified	12.0%
Total	**25**	**5**		

Total number of schools = 33

Stratum I: performing schools = 8

Stratum II: non performing schools = 25

To arrive at the 5 performing schools the researcher used purposive sampling to have a representation of two boy schools, 2 girl schools and 1 mixed school in the district. Then stratified sampling was used to pick the non-performing schools which were the majority. The researcher grouped the schools into the five divisions and randomly picked one school from each division to be represented in the study.

Table 2

Respondents Sample.

Respondents	Sampled Respondents	Sampling Method	Total Population	Percentage
Head teachers	10	Purposive	33	30%
Teachers	40	Purposive	160	25%
Students	150	Purposive	778	19%
Totals	**200**		**931**	**21%**

3.5 Instrumentation

The researcher used questionnaires to collect data. The questionnaires had both closed-ended and open-ended questions. According to Kerlinger (1986), questionnaires were an appropriate data collecting instruments as they give well thought out answers and ey are also effective when using a large sample. The questionnaires covered the variables in the research objectives.

The questionnaires were divided into five sections as follows: A: Demographic data, B: Supervision, C: Motivation, D: Communication. The questions set were related to each specific variable. Respondents ticked the right responses from the key given inform of; A: Always, F: Frequently, O: Occasionally, R: Rarely, and N: Never or SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree. The key was assigned five, four, three, two and one mark respectively.

3.5.1 Validity of Research Instruments

It is the extent to which an instrument measures what it is supposed to measure. Mugenda (1999). In this case validity was aimed at gauging whether the subject matter was clear and relevant in generating meaningful data. Validity determined whether the respondents perceived questions (in questionnaire) the way the researcher intended. The researcher prepared questionnaires and sought advice from experts in the department of education South Eastern Kenya University. They gave their recommendations and the questionnaires were reframed to suit the study after which the researcher was given a go a head with data collection.

3.5.2 Reliability of Research Instruments

Orodho (2004) states reliability as the degree to which a measuring procedure gives similar results over a number of repeated trials. This was to test whether the instruments were reliable enough to go on with data collection. This was done through the test–retest reliability method. Two schools not included in the study were subjected to test-retest technique where by questionnaires were administered to the respondents and collected after three days. After two weeks the same questionnaires were administered to the same respondents. This was aimed at testing the reliability of the research instruments. For purpose of reliability, the split half's method was also used. The instruments were split into two sets of questions, even numbered and odd numbered items. The two sets of items were then scored separately and then correlated to obtain the estimate of reliability; this saw to it that the researcher had a broader perspective of participants. Through the pilot testing the researcher was able to note the ambiguously presented questions and modified them to increase their reliability.

The number of respondents for the test retest reliability test was 30. This included 20 students 10 from each school, 8 teachers 4 from each school and 2 principals one from each selected school.

After 2 weeks the same questionnaires were administered to the same respondents. The researcher evaluated the scores through the use of spearman Brown formula, to test how the two sets of scores correlated to access the reliability of the research instruments and correct them accordingly. The observed correlation coefficint reliability was 0.78 while the accepted reliability coefficient is 0.7 so the tested instruments were reliable.

3.6 Data Collection Procedures

The researcher obtained a permit from the ministry of education through the school of graduate studies; South Eastern Kenya University and an introductory letter from the District Education Officer in Kitui Central. The exercise involved administering questionnaires to students, teachers and headteachers. The researcher personally visited the sampled schools, introduced herself to the headteachers and explained the purpose of the study. She advised on how the questionnaires should be completed independently by the headteachers, teachers and the students. The researcher primarily relied on primary sources of data. The questionnaires were administered to the respondents using the drop

and pick technique of visiting the sampled schools to distribute the questionnaires then come to pick them from the principal later after a few days through arrangements when the students were not too busy.

3.7 Data analysis Procedures

To analyse data, the researcher used descriptive statistics. The data collected from the respondents was tabulated inform of frequencies, , tables, and percentages. The research instruments were used to generate both qualitative and quantitative data. The responses were coded and categorized into specific objectives of the study. Then the researcher used the statistical package for social sciences (SPSS) version 20 in the data analysis. The results of data analysis were presented by use of frequency distribution tables percentages and tables . After the data analysis was done, results, conclusions and recommendations were made based on the findings.

CHAPTER FOUR

RESULTS ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This study was about the influence of headteachers' management practices on students' academic performance in public secondary schools within Kitui Central District, Kitui County, Kenya. It is sub-divided into: questionnaire return rate; Demographic Characteristics of Respodents; Schools category and KCSE Performance; Influence of Headteachers' Supervision on Academic Performance; Influence of Headteachers' Motivation on Academic Perfomance and Influence of Headteachers' Communication on Academic Performance.

4.2 Questionnaire Return Rate

Questionnaires were used as the sole tools to collect data for the purposes of this study. The study had three types of questionnaires. There was the principals, the teachers and the students questionnaires. The reseacher gave out 10 principals' questionnaires to the principals of the 10 schools under the study. All the 10 questionnaires were returned. On the other hand 40 teachers questionnaires were issued to the respondents and were all returned. Likewise, all the 150 students questionnaires issued were returned. This translates to 100% return rate.

4.3 Demographic Characteristics of Respondents

This shows the number and characteristics of respondents used in data collection; that is the principals, the teachers and the students. The researcher classified the respondents characteristics which included; gender, education level and age bracket. They were classified and coded into the three categories and distributed into tables. The results of each characteristic were anlysed and discussed seperately as shown in the tables 3,4 and 5.

4.3.1 Gender Characteristics of Respondents

The gender characteristics of principals, teachers and students were analysed and categorized as in table 3.

Table 3

Gender Characteristics of Respondents

Respondents	Gender	Frequency	Percent (%)
Principals	Male	6	60.0
	Female	4	40.0
	Total	**10**	**100.0**
Teachers	Male	26	65.0
	Female	14	35.0
	Total	**40**	**100.0**
Students	Male	98	65.3
	Female	52	34.7
	Total	**150**	**100.00**

Results in table 3 shows that the principals were fairly represented because 6 out of 10 of the principals were male that is 60% represantation while the female principals were 4 out of 10 which constituted 40% of the female represantation in the study. Thus there was fairness in the selection of principals' respondents. From the teachers data, results shows that majority of the teachers that is 26 out of 40 were male respondents which translated to 65% while the female teachers were 14 out of 40 which was a percentage representation of 35%. This indicates fairness in gender represantation of the teachers who participated in the study. From the gender characteristics of students 98 out of 175 of the respondents were of the male gender with a percentage represantation of 65.3% while in terms of female respondents they consisted 52 out of 175 which comprised a percentage of 34.7% of the female students. Therefore, the respondents were both male and female in the three categories. This implies that there was fairness in gender representation in the study.

4.3.2 Educational Level of Respondents

The education level of principals, teachers and students were analysed and categorized as shown in table 4.

Table 4

Educational Level of Respondents

Respondents	Education Level	Frequency	Percent (%)
Principals	Trained Diploma Teacher	0	0.0
	Untrained Graduated	0	0.0
	Graduate Teacher	2	20.0
	Post Graduate Teacher	8	80.0
	Total	**10**	**100.0**
Teachers	Trained Diploma Teacher	3	7.5
	Untrained Graduated	3	7.5
	Trained Graduate	28	70.0
	Total	**40**	**100.0**
Students	Form one	0	0.0
	Form two	0	0.0
	Form three	150	100.0
	Form four	0	0.0
	Total	**150**	**100.0**

Results in table 4 shows that in terms of academic qualification majority of the principals that is 8 out of 10 had attained a post graduate degree. This comprised a percentage represantation of 80%. The rest of the principals 2 out of 10 which constituted 20% had at least a bachelors degree. This pointed out that in terms of training, the principals were qualified to head schools. The trained graduate teachers constituted 28 which translated to 70% of graduate teacher respondents. Results in table 4 indicates that at least 6 teachers who participated in the study translating to 15% had achieved post graduate degrees. This shows the importance attached to education in the society since majority of the respondents were either persuing masters degree or some had already graduated with masters. The researcher utilised form three students to fill

the questionnaires since they had stayed in schools for a longer period of time and form fours were not utilised since they were busy preparing for KCSE at the end of the year.

4.3.3 Age Bracket of the Respondents

The age brackets of principals, teachers and students were analysed and categorized as shown in table 5.

Table 5

Age Bracket of Respondents

Respondents	Age Bracket	Frequency	Percent (%)
Principals	30 – 40	0	0.0
	41 – 50	6	60.0
	51 – 60	4	40.0
	Totals	**10**	**100.0**
Teachers	25 – 30	2	5.0
	31 – 40	6	15.0
	41 – 50	24	60.0
	Above 50 yrs	8	20.0
	Totals	**40**	**100.0**
Students	14 – 17	103	68.7
	18 – 20	47	31.3
	Total	**150**	**100.0**

Results in table 5 shows that majority of the principals who participated in the study that is, 6 out of 10 were within the age range of 41 – 50 years. This constituted 60% represantation. Principals who were above 50 years were only 4 which comprised 40%. This implies that all the principals who took part in the study had enough experience and were mature enough as indicated by their age bracket. From the results in table 5, majority of the teachers that is, 24 out of 40 were aged between 41 – 50 years thus a percentage representation of 60%. There were 10 teachers out of 40 who were aged more than 50 years old which comprised 25% represantation. Few teachers ranged between 31—40 years that is a total of 6 out of 40 teachers only and a percentage representation of 15% . This indicates that in terms of teachers represantation the

researcher included teachers respondents of all working ages. The data analysis of the students respondents shows that those aged between 14 to 17 years were 103 out of 175 students which comprised 68.7% while those aged between 18 to 20 years were 47 out of 175 translating to 31.3%. This is a common age in secondary schools explained by the age at which pupils in Kenya join Primary section at the age of 6 years where they spend 8 years before they proceed to secondary schools. Therefore the students respondents were of normal school going ages in secondary schools in kenya.

4.3.4 School Category and KCSE Performance

The researcher obtained the 2013 KCSE results of the sampled schools from the DEO Kitui Central and then categorised them in to high and low performing schools as in table 6.

Table 6

School Category and KCSE Performance

School	School Type	Sampled Category	KCSE Mean Score
A	Girls school	High Performing	8.456
B	Mixed school	Low Performing	4.000
C	Mixed school	Low Performing	3.900
D	Boys school	High Performing	5.786
E	Boys school	High Performing	9.456
F	Girls school	High Performing	5.403
G	Girls school	High Performing	5.234
H	Mixed school	Low Performing	4.923
I	Mixed school	Low Performing	4-403
J	Mixed school	Low Performing	4.123

Source: (Researcher, 2014)

Table 6 shows KCSE performance of the sampled schools and their categories. The Category comprised five schools that have been performing well while the other 5 are those that have been performing poorly. They comprised of pure girls, pure boys and mixed schools. These were the schools that were sampled for the study to represent the target population.

4.4 Influence of Headteachers' Practices of Supervision on Students' Academic Performance in National Examinations

In this objective, the researcher intended to find out the influence of Headteachers' practices of supervision on students' academic performance. The researcher administered questionnaires to the respondents. The data on the influences of the headteachers' supervision practices on students' academic performance were collected from principals, teachers and students. This was to help find out how often the headteachers supervised teaching and learning within their work environments. The researcher categorized the supervision scores into three categories of principals; teachers and students and then analysed them into tables each category seperately.

4.4.1 Principals' Responses on the Influence of Headteachers' practices of Supervision on Students Academic Performance

The researcher adminstered questionnaires to the principals to get their responses on the influence of headteachers' practices of supervision on students academic performance The data collected was analysed and coded into the categories of high and low scoring schools as in table 7.

Table 7
Principals' Responses on Headteachers' Practices of Supervision

Principals' Responses	Always	Frequently	Occasionally	Rarely	Never	Total
High performing Schools						
I supervise teachers and students	2	3	0	0	0	**5**
I inspect teachers and students	3	2	0	0	0	**5**
I inspect schemes of work	4	1	0	0	0	**5**
Supervision improves performance	3	1	0	1	0	**5**
Low Performing Schools						
I supervise teachers and students	2	3	0	0	0	**5**
I inspect teachers and Students	3	2	0	0	0	**5**
I inspect schemes of Work	4	1	0	0	0	**5**
Supervision improves performance	3	1	1	0	0	**5**

Results in table 7 shows that 6 out of 10 principals which translatd to 60% of the respondents supervised their teachers and students frequently while the other 4 out of 10 principals constituting 40% supervised their teachers and students always in both categories of schools. This can be attributed to the fact that it would almost be impossible for a headteacher to accept to not doing his/her work. Majority of the principals 7 out of 10 that is 70% representation of the respondents were of the opinion that supervision improves students' performance in KCSE. Only 1 out 10 principals was of the opinion that supervision did not improve students academic performance. This can be attributed to ignorance since he was in the category of low performing schools. The Principals responses were all either skewed to the 'always' or 'frequently'. They seemed to praise themselves that their management practices of supervision were

well practiced. However this may have not been the case since the teachers' responses especially those in the low performing schools did not support their principals' responses. Majority of them may have been ignorant or did not want to point out their own weaknesses. The findings are in line with Edmonds (1979) who noted that students' progress should be frequently monitored and that in high performing schools, headteachers established a system of evaluating students frequently through tests and examinations. From the responses, majority of the headteachers responded that they practiced good supervision skills in their schools. However, this may have not been the case especially those in low performing schools. Supervision practices were therefore found to be important   in improving the students academic performance.

4.4.2 Teachers Responses on the Influence of Headteachers' Practices of Supervision on Students Academic Performance

The researcher administered questionnaires to the teachers to get their responses on their headteachers' supervision influences in the schools and how it affected the students' academic performance. The responses from both high scoring and low scoring schools were given as in table 8 which was used to categorise the respondents scores from teachers in both high and low performing schools.

Table 8

Teachers' Responses on Headteachers' Practices of Supervision

Teachers Responses	Always	Frequently	Occasionally	Rarely	Never	Total
High Performing Schools						
My H/T inspects notes	12	7	1	0	0	**20**
My H/T supervises my teaching	8	7	5	0	0	**20**
My H/T inspects teaching aids	9	11	0	0	0	**20**
My H/T requires me to teach	10	5	5	0	0	**20**
My H/T reminds me of class	19	1	0	0	0	**20**
My H/T inspects notes	15	5	0	0	0	**20**
My H/T inspects schemes	19	0	1	0	0	**20**
My H/T inspects private study	18	2	0	0	0	**20**
My H/T encourages extra effort	13	6	0	1	0	**20**
I perceive my headteacher's supervision style as being effective	1	4	6	6	3	**20**
Low Performing Schools						
My H/T inspects notes	0	0	4	10	6	**20**
My H/T supervises my teaching	0	1	6	8	5	**20**
My H/T inspects teaching aids	1	0	5	10	4	**20**
My H/T requires me to teach	2	2	5	10	1	**20**
My H/T reminds me of class	0	0	0	7	13	**20**
My H/T inspects notes	0	0	6	5	9	**20**
My H/T inspects schemes	0	0	1	8	11	**20**
My H/T inspects private study	3	1	2	6	8	**20**
My H/T encourages extra effort	0	0	0	8	12	**20**
I perceive my head teacher's supervision style as being effective	0	0	1	9	10	**20**

Source: (Researcher, 2014)

From table 8, majority of the teachers that is 12 out of 20 respondents which translated to 60% of the teachers from the high performing schools said that their headteachers inspected their lesson notes, while 5 out of 20 teachers translating to 25% said that their headteachers supervised their teaching occasionally. In terms of teaching aids 14 out of 20 teachers which constituted 70% of the respondents said that their headteachers inspected their teaching aids while 7 out of 20 teachers that is 47.5% were of the opinion that their headteachers required them to meet their deadlines. Almost all the teachers that is 19 out of 20 with a 95% represantation of respondents who took part in the study agreed to the fact that they had to be reminded about their class duties. This can be attributed to the fact that naturally man tries to avoid work (McGregor's-Theory Y and X). In terms of lesson notes 14 out of 20 of the respondents that is 70% of the teachers said that their headteachers inspected notes and the headteachers were seen to have been inspecting schemes of work. Out of the 20 respondents from high performing schools, 18 teachers that is 90% said that their headteachers inspected private studies and encouraged extra effort in their respective subjects. It can therefore be said that in schools where the principals' practices of supervision were well practised students academic performance had also improved.

Out of the 20 respondents from the teachers in the category of high performing schools, 7 teachers translating to 32.5% did not perceive their headteachers' supervision practices as being effective. In any institution, there is always a dissatisfied lot hence not all respondents supported the headteachers' management practices. These responses are in line with McGregor's Theory Y which views the school as an organization with a principal who is able to apply leadership practices/skills so as to gain willing cooperation from teachers, students and non teaching staff Okumbe (1998). On the other hand, 10 out the 20 teachers respondents translating to 50% from the poorly performing schools were of the opinion that their headteachers rarely inspected their notes, teaching aids and didn not require them to teach all the time.

This reflects the differences in the performance between the high performing and the low performing schools. Most the teachers' responses from low performing schools showed that they were dissatisfied with their headteachers' management practices of supervision. This is supported by the teachers responses of 'rarely', 'never,' and a few

'occasionally'. Majority of the teachers felt that their principals did not supervise their teaching aids. In the category of low performing schools 10 out of 20 teachers translating to 50% responded that their principals' supervision practices were ineffective. In the low performing schools, principals 'rarely' reminded teachers to teach or inspect their lesson notes. The teachers were left alone and did not know what was expected of them.

The responses pointed out that the principals need to improve their supervision practices in schools without which they could not achieve the schools' academic goals. In line with this, Usdan (2001) argued that for there to be students learning, principals must serve as a leaders by working with teachers to strengthen their skills and knowledge. Orlosky (1984) further noted that supervision is a major function that the school head must carry. He includes supervision of curriculum and material development as well as evaluation of school programmes and instructional planning. This points out that supervision of curriculum implentation is key if the school has to achieve it's eductional goals.

4.4.3 Students' Responses on the Influence of Headteachers' Practices of Supervision on Students' Academic Performance

The researcher administered questionnaires to students to get their responses on the headteachers' influence of supervision in the school and how it effected on students' academic performance. The supervision responses from the students were categorised into two categories of low and high performing schools as indicated in table 9.

Table 9

Students' Responses on Headteachers' Practices of Supervision

Students' Responses	Always	Frequently	Occasionally	Rarely	Never	Total
High Performing Schools						
My H/T requires punctuality	57	8	5	5	0	**75**
My H/T works hard	52	13	10	0	0	**75**
My H/T reprimands me when I fail	42	11	16	6	0	**75**
My H/T requires all lesson are done	52	18	5	0	0	**75**
My H/T ensures sch. Routine	54	16	5	0	0	**75**
My H/T ensures assistance	44	16	8	7	0	**75**
My H/T is always present	44	16	5	10	0	**75**
Poorly Performing Schools						
My H/T requires punctuality	0	20	25	30	0	**75**
My H/T works hard	0	10	40	12	14	**75**
My H/T reprimands me when I fail	4	15	38	8	10	**75**
My H/T requires all lesson are done	0	18	12	36	9	**75**
My H/T ensures sch. Routine	0	16	52	7	0	**75**
My H/T ensures assistance	10	12	42	7	4	**75**
My H/T is always present	5	8	52	10	0	**75**

Source: (Researcher, 2014)

From table 9 almost all the responses from students in the high performing schools were skewed towards the 'always' responses meaning that according to the students, the

headteachers were doing their supervision work well. This can be attributed to the fact that majority of the students see the headteacher as being the only person in the school who does everything in the right way though this might not be true. Majority of students from high performing schools were of the 'always' or 'frequently' opinions that their principals' supervision practices were above average and that they supervised the curriculum properly.

They further indicated the physical presence of most of their principals in the schools. Thus 44 out of 75 students which translated to 60% responded that their principals were 'always' present in their institutions. This can give a reason why performance in these schools was better compared to the other category of schools. However the table from low performing schools indicates that some headteachers were rarely present in schools and had no time to supervise the curriculum implementation in their schools. This absence and lack of concern can be seen to have contributed to poor academic performance in the schools. The responses from the poor performing schools pointed out an opposite trend where students responded either that supervision practices were either being practiced occasionally 'rarely' and even some 'never'. Most of the respondents, 52 out of 75 which translated to 75% responded that their principals were 'occasionally' in the schools and that they 'rarely' required punctuality where by 30 out of 75 students responded 'rarely' translating to 45% represantation. This implies that poor supervision practices were common in the low scoring schools. Leithwood and Seashore (2004) in their studies on principals' managment practices in the University of Minnesota and University of Toronto found out that principals in both high and low performing school said they frequently visited class rooms and are very visible. However, the difference in the two groups came in to sharp focus as they described their reasons for making class rooms visits.

High scoring principals frequently visited to observe classroom instructions for short periods of time to make formative obervations for learning and professional growth coupled with direct and immediate feed back. In constrast, low scoring principals made informal visits not for instructional purposes and their informal observations were even planned so that teachers were aware when the principals would be stopping by. The teachers reported that they received little or no feed back after the informal observations

in the low scoring schools. This indictes that in most low performing schools, supervision practices were poorly practiced which pointed a reason for poor academic performance in these schools. There was need for improvement of supervision practices in the low performing schools. This could lead to better students academic achievement in national examinations.

4.5 Influence of Headteachers' Practices of Motivation on Students' Academic Academic Performance

Objective number two was to establish the influence of headteachers' practices of motivation on students' academic performance in secondary schools. The researcher in this objective wanted to establish whether the Headteachers' management practices of motivation enhanced students' academic performance. To collect data on the influence of headteachers' practices of motivation on students academic performance ; principals, teachers and students from both performing and non-performing schools filled questionnaires. Then data was categorized into two categories of high performing and low performing schools for each category of respondents. Each category of respondents gave their responses on Principals' influences of motivation which were categorized and coded into tables.

4.5.1 Principals' Responses on the Influence of Headteachers' Practices of Motivation on Students' Academic Performance

The principals responses on their influences of motivation practices on Students Academic performance were analysed and coded in to two categories of low and high performing schools as in table 10.

Table 10

Principals' Responses on Headteachers' Practices of Motivation

Principals' Responses	Always	Frequently	Occasionally	Rarely	Never	Total
High Performing Schools						
I reward students	4	1	0	0	0	**5**
I recommend promotion to teachers	3	2	0	0	0	**5**
I recognize students efforts	3	2	0	0	0	**5**
I freely interact with my teachers	4	1	0	0	0	**5**
Motivation improves sch. Perf	3	2	0	0	0	**5**
Low performing schools						
I reward students	3	1	1	0	0	**5**
I recommend promotion to eachers	1	2	1	1	0	**5**
I recognize students efforts	2	1	1	1	0	**5**
I freely interact with my teachers	1	2	1	1	0	**5**
Motivation improves sch. Performance	3	1	1	0	0	**5**

From table 10, majority of the headteachers that is 8 out of 10 which translated to 80% said that they rewarded their students always, all of them either recommended promotion requirement by the employer (TSC) for the headteachers to appraise their teachers frequently for promotions. From the responses 3 out of 10 that is 30% of the headteachers recognized their students' efforts 'always' while only 2 out of 10 principals translating to 20%   recognised their students efforts frequently. All the 10 principals reported that they interacted with their teachers and students always. The principals also believed that motivation improves schools' performance. These practices of motivation seemed to have contributed to improved results in the schools. This is supported by Behlla (1982) who argued that a principal who demonstrates a high level

of concern for people and for the product has a better report with teachers and students which leads to improved academic performance in the school.

Principals' from low performing schools did not 'always' reward students. Only 3 out of 10 principals that is 30% who responded 'always'. The rest responded that they rewarded the students 'frequently' and 'occasionally'. Most of the principals did not 'always' recommend teachers for promotion and their interaction with teachers was 'occasionally' or 'rarely'. However majority of the principals 6 out of 10 that is 60% believed that motivation improves school performance in national examinations. This is further supported by Robbins (1988) who argued that rewards should be given on the basis of effort and performance of personnel and that staffs that are better enumerated are likely to be more motivated than poorly remunerated staff. It was noted that motivation was an important management tool in schools and if practiced frequently, the students academic performance is likely to improve. There was need for school principals to strengthen the reward systems in their institutions to encourage the teachers and students to work hard so as to achieve the schools' set academic goals.

4.5.2 Teachers' Responses on the Influence of Headteachers' Practices of Motivation on Students' Academic Performance

The headteachers' influences of motivation responses from the teachers were categorized and classified into two categories of high performing and low performing schools as shown in table 11. The researcher intended to get the teachers responses on the headteachers management practices of motivation and how it influenced students' academic performance. The responces were categorised as indicated in table 11.

Table 11

Teachers' Responses on Headteachers' Practices of Motivation

Teachers' Responses	Always	Frequently	Occasionally	Rarely	Never	Total
High Performing Schools						
My H/T rewards students	12	8	0	0	0	**20**
My H/T recommends promotion to teachers	1	8	8	3	0	**20**
My H/T inspires me	9	5	6	0	0	**20**
My H/T congratulates me every time I improve	14	6	0	0	0	**20**
My H/T organizes trips for us	14	2	1	2	1	**20**
How often are you motivated as a staff?	1	4	9	4	2	**20**
Low Performing Schools						
My H/T rewards students	0	0	5	12	3	**20**
My H/T recommends promotion to teachers	1	0	4	8	7	**20**
My H/T inspires me	5	0	3	10	2	**20**
My H/T congratulates me every time I improve	0	3	6	10	1	**20**
My H/T organizes trips for us	2	2	4	10	2	**20**
How often are you motivated as a staff?	1	4	9	4	2	**20**

Source: (Researcher, 2014)

From table 11, 12 out of 20 respondents, that is 60% of the teachers from high performing schools said that their headteachers 'always' rewarded them whenever they performed well. Thus the principals in the high performing schools practices of

motivation were better than those of principals in the low performing schools giving a reason why they continued to perform better in national examinations. .

From the teachers responses, principals in high performing schools either 'always' or 'frequently' rewarded their teachers. From the teachers responses 10 0ut 20 teachers said that they were 'frequently' recommended for promotions that is 50% and 14 out of 20 responded that their principals congratulated them when they improved in their teaching subjects thus 70% responded always. They also said that their principals organized trips for teachers whenever they performed well. In both categories, the teachers felt demotivated as staff which pointed out the need for headteachers to come up with better systems of rewards in their respective schools. This implied that in schools where both teachers and students are motivated by their headteachers, improved students academic achievement is observed.

From the results analysis, 9 out 20 teachers from low performing schoools which is a 45% represantation said that their headteachers motivated them as staff 'occasionally'. Majority of them felt demotivated as a staff and promotions were 'rarely' recommended in most of these schools. This clearly indicates continuous poor performance because the teachers' morale is low compared to those in high performing schools. These responses are in line with Robbins, (1988) who pointed out that the way staff members and pupils are compensated determines their motivation levels and that staffs that are better renumerated are likely to be more motivated than poorly remunerated staff. The responses from low performing schools pointed out the need for rewards, promotions and recommendations for promotions for teachers to enhance their morale in order to perform better in their respective schools.

4.5.3 Students' Responses on the Influence of Headteachers' Practices of Motivation on Students' Academic Performance

Table 12 discusses the students' responses on the principals' influences of motivation from both low and high performing schools.. The researcher intended to get responses from students on the influence of the headteachers' management practices of motivation on students' academic performance. The respondents gave the responses as shown in table 12.

Table 12

Students' Responses on Headteachers ' Practices of Motivation

Students' Responses	Always	Frequently	Occasionally	Rarely	Never	Total
High Performing School						
My H/T gives prizes	32	18	10	15	0	**75**
My H/T holds prize giving day	45	13	12	5	0	**75**
My H/T discusses results	34	11	14	16	0	**75**
My H/T holds a general meeting with students	27	10	15	23	0	**75**
Low Performing Schools						
My H/T gives prizes	0	3	27	30	15	**75**
My H/T holds prize giving day	30	10	27	7	0	**75**
My H/T discusses results	20	5	7	33	0	**75**
My H/T holds a general meeting with students	3	7	37	25	3	**75**

Source: (Researcher, 2014)

Results in table 12 indicate that 40 out of 75 students' responses from high performing schools were skewed towards the responses 'always' that is 60% but the rest of respondents responded that motivation was either 'frequently' done 'occasionally'. Those from low performing schools were 'occasionally' or 'rarely' motivated as seen in the table 12. This points to the students' dissatisfaction with the levels of motivation by their headteachers in both low and high performing schools. However, the respondents from the low performing schools felt otherwise that 40 out of 75 students translating to 60% of the students responded that their headteachers did not adequately motivate them to boost academic performance in their schools. Most of the headteachers did not reward students' efforts in the schools. Hoy and Miskey (1987) noted that good students' achievement will occur when we have a situation where by teachers look at the

principals as facilitators and supporters in accomplishing the schools' mission rather than as guiders and leaders of their own private plan. Most students from low performing schools seemed to be dissatisfied with their principals' levels of motivation. This could explain why the performance was poor over the years in these schools. In both categories principals exercised some degree of motivation. However in high performing schools the principals' levels of motivation were better practiced compared to those in low performing schools. In some schools motivation was 'rarely' practiced thus students were demoralised as well the teachers morale was low. The study found motivation as an important management practice which boosted the morale of both teachers, students and the support staff so as to work together towards achieving the schools' academic objectives.

4.6 Influence of Headteachers' Practices of Communication on Students' Academic Perfomance in National Examinations.

Objective number three was to establish whether effective communication practices by headteachers affected students' academic performance in Secondary schools. In this objective the researcher intended to investigate the influence of the headteachers' management practices of communication on the students' academic performance. To achieve this objective, principals, teachers and students from both high performing and low performing schools filled questionnaires which were classified into two categories of high and low scoring schools .Then each category was analysed separately.

4.6.1 Principals' Responses on the Influence of Headteachers' Practices of Communication on Students Academic Performance

Principals' responses on the headteachers' practices of communication were coded and categorized in table 13. They were classified into the high and low performing schools.

Table 13

Principals' Responses on Headteachers' Practices of Communication

Principals' Responses	Always	Frequently	Occationally	Rarely	Never	Total
High Peforming Schools						
I hold staff meetings	2	3	0	0	0	**5**
I don't send memos	3	2	0	0	0	**5**
I apply both forms of comm.	3	1	1	0	0	**5**
Low Performing Schools						
I hold staff meetings	2	1	2	0	0	**5**
I do send memos	1	2	2	0	0	**5**
I apply both forms of comm.	2	2	1	0	0	**5**

Source: (Researcher, 2014)

From table 13, 6 out of 20 principals translating to 60% of the respondents reported that they 'frequently' wrote internal memos to communicate in the schools. Interms of how often they held staff meetings 6 out of 10 principals which translated to 60% said that they frequently held staff meeetings in schools. Resonding on the modes of communication in their respective schools 5 out of 10 principals which translated to 50% reported that they used verbal and written forms of communication to pass information in the schools.

All the headteachers responded that they practiced good communication skills which might not be the case. The reason may have been that nobody can state their negative side of management. Thus the principals may have responded positively to support their management practices which actually were not the case in all the sampled schools. From both categories, principals responded that they practiced effective communication in their schools. This may not be the case since the teachers on the contrary responded that communication was poor. The principals may have been influenced by the fact that it is impossible to state ones weaknesses. Supporting effective communication in

schools, Goodland (1984) noted that learning appeared to be enhanced when teachers and students understand what is expected of them and that effective communication is necessary if the schools have to achieve their educational objectives. Few principals, only 2 out of 10 that is 20% from low performing schools responded that they 'occasionally' held staff meetings and send memos 'occasionally'. This pointed out the need to improve communication in schools for better students academic achievement. Though almost all the principals responded that their communication practices were above average, this may not be true. This is because the teachers and students responses on the contrally pointed otherwise that their headteachers' practices of communication were poor. Hence the principals may have only responded what supported their management practices which may have not been the actual situation in their schools.

Brandt (1987) further noted that effective communication in the schools fostered friendship among the staff, students and non teaching staff and the whole school community. Most of the principals responded that they held staff meetings and wrote memos to pass information. If this was the case the principals in high performing schools seemed to practice effective communication better than those in the category of low performing schools. That could be the reason why the principals in the high scoring schools had recorded better performance than those in low performing schools. From the results of the study there was need for the principals to practice effective communication all the time since it strengthens relationships among the teachers, students and the support staff. This would therefore result to improved students academic performace.

4.6.2 Teachers' Responses on the Influence of Headteachers' Practices of Communication on Students' Academic Performance

The researcher intended to get responses from teachers on the principals' management practices of communication and its influence on students' academic performance. The responses were classified and categorised as in table 14. The table shows the teachers responces on their principals' influences of communication on students academic performance.

Table 14

Teachers' Responses on Headteachers' Practies of Communication

Teachers' Responses	Always	Frequently	Occasionally	Rarely	Never	Total
High Performing Schools						
My H|t holds staff meetings	3	10	7	0	0	**20**
My H/T doesn't send memos	1	2	15	2	0	**20**
My H/T uses both forms of communication	10	4	5	1	0	**20**
I perceive communication in the school as being effective	3	3	8	6	0	**20**
Low performing schools						
My H|T holds staff meetings	0	2	5	13	0	**20**
My H/T doesn't send memos	0	0	0	15	5	**20**
My H/T uses both forms of communication	0	1	4	12	3	**20**
My H/Ts' communication in the school is effective	1	0	6	13	0	**20**

Source: (Researcher, 2014)

From table 14, 20 out of 40 teachers   that is 50% of the respondents from both high and low performing schools said that they 'frequently' held staff meetings. This can be attributed to the norms in many schools where by staff meetings are held at the beginning and end of every term. This is supported by the 60% report from the principals who said that they frequently held staff meetings. The responces also indicate that 50 % of the teachers said that their headteachers 'always' used both verbal and non-

verbal means of communication to pass information in schools. This is an agreement with the 70% principals' responses in table 13 who also stated that they used similar methods of communication to pass information in schools.

The responses by teachers from low performing schools however showed some dissatisfaction with their principals' methods of communication. This is indicated by their responses of 'rarely', 'occasionally' and 'never'. From the responses 13 out of 20 teachers translating to 60% felt that their headteachers' communication was ineffective. Interms of cmmunication by use of memos, 15 out of 20 teachers which translated to 75% responded that their principals 'rarely' wrote memos in the schools. This indicates that where communication was poor, the performance was low because the teachers and students lacked proper guidance on what should happen in the schools.

Communication in low performing schools was not very effective as compared to high performing schools. About 75% that is 15 out of 20 teachers from low performing schools felt that due to the poor communication by the headteachers, performance had been greatly compromised. This can be attributed to the 60% that is 13 out 20 responses from teachers who said that that their headteachers 'rarely' held staff meetings and send memos to pass information to the teachers. Most teachers in low performing schools did not know what they were supposed to do in the schools due to poor methods of communication by their principals. There was great need for improved communication in most schools as indicated by the responses of 'rarely', 'occasionally' and 'never' to point out that they lacked proper communication in the schools.

Brandt (1987) reported that successful headteachers communicate the school vision effectively, provide resources for instruction, act as instructional resources and maintain visible presence in all aspects of the school. Communication in low performing schools was ineffective, which explained the reasons for poor students' academic performance and the need for improved methods of communicatioin in schools. Headteachers need to improve their methods of communication for proper flow of information in the schools The study singled out poor practices of communication by school principals as factors that contributed to poor students academic performance in national examinations.

4.6.3 Students' Responses on the Influence of Headteachers' Practices of Communication on Students' Academic Performance

Table 15 discusses communication responses from students in both categories, that is the low and high performing schools. The researcher administered questionnaires to elicit responses on the headteachers' management practices of communication and it's influence on students' academic performance. The respondents responses were classified and categorised into two categories of high and low performing schools as in table 15.

Table 15

Students' Responses on Headteachers' Practices of Communication

Students' Responses	Always	Frequently	Occasionally	Rarely	Never	Total
High Performing Schools						
My H/T writes newsletter	57	8	5	5	0	**75**
My H/T states O&C dates	52	13	10	0	0	**75**
My H/T organizes open days	59	16	0	0	0	**75**
MyH/T communicates thro. C/T	52	18	5	0	0	**75**
My H/T communicates thro. S/L	53	12	10	0	0	**75**
Low Performing Schools						
My H/T writes newsletter	0	0	10	45	20	**75**
My H/T states O & C dates	0	14	20	33	8	**75**
My H/T organises open days	5	3	52	15	0	**75**
My H/T communicates thro. C/T	2	3	7	50	13	**75**
My H/T communicates thro. S/L	12	5	50	8	0	**75**

Source: (Research data, 2014)

From table 15, the students responses indicated that principals in high performing schools employed better methods of communication than the principals in the low scoring schools.. This is indicated by their responses that their prinipals 'always' wrote newsletters for them which comprised 57 out of 75 students and translated to 81%. In their responses on whether principals organised open days to discuss students' welfare, 59 out of 75 that is 82% respnded 'always', and they also responded that their headteachers used class teachers and students leaders 'always' to pass information. This clearly points a difference in the two categories of schools. In low performing schools headteachers either 'occasionally' or 'rarely' wrote news letters or organised school open days. Majority of the respondents that is 50 out of 75 students translating to 75% responded that their headteachers did not use classteachers to pass information. Thus the flow of information in the schools was poor. This could give a reason why the students' performance lagged behind since both teachers and students did not get proper information on what was supposed to happen in the schools.

The responses of students from high performing schools showed that the headteachers in these schools practised better communication practices since majority of them responded, 'always' or 'frequently'. This indicates that the students were confident that there was good communication from the headteachers in the schools. Some students responded 'occasionally' meaning that in some schools communication was not very effective. Students responses from low performing schools responded that the flow of information was done 'occasionally' or 'rarely'. This may give reasons why performance was poor since students were not aware of what they should do.

According to Goodland (1984) learning appeared to be enhanced when students understand what is expected of them, get recognition of their work, learn quickly about their roles and receive guidance on improving their performance. This was better practiced in high performing schools than in poor performing schools where principals' practices of communication were poor. The responses from students pointed out the need for improved methods of communication in schools so as to enhance the flow of information. Communication was therefore noted to be a major tool in schools without which the schools academic goals cannot be achieved. There was need for the headteachers to revise their communication methods in schools. This would enable both

teachers and students to know what is expected of them in schools because when there is proper flow of information in schools the students academic performance is likely to improve.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study was about the influence of headteachers' management practices on students' academic performance in Public Secondary Schools in Kitui Central, Kitui County, Kenya. In this chapter the researcher discusses the summary, conclusions and recommendations based on the findings from the study.

5.2 Summary of Research Findings

The summary of the research findings was subdivided in to the three variables that is; supervision, motivation and communication. Each of the three variables was discussed seperately.

5.2.1 Influence of Headteachers' practices of Supervision on Students Academic Performance

i. From the data analysis on the influence of headteachers' practices of supervision on the students' academic performance, the teachers responses indicated that 13 out of 40 respondents were not satisfied with their headteachers' supervision practices

ii. From the responses, 11 teachers that is 84.62% of the respondents were from low performing schools. There were only 2 teachers which translated to 15.38% who were from high performing schools. This implies that students' poor academic performance can be attributed to poor headteachers' supervision practices.

iii. The principals' management practices of supervision were therefore very important in improving students' academic performance. From the data analyses on the headteachers' supervision practices, it was noted that in the high performing schools, the principals practiced supervision better than those in poorly performing schools thus the reason for differences in performance in the two categories of schools.

5.2.2 Influence of Headteachers' Practices of Motivation on Students'Academic Performance.

i. From the frequency distribution tables on the influence of headteachers' practices of motivation on the students academic performance, the teachers responses indicated that 18 out of the 40 respondents responded that they were motivated occasionally. The results further indicated that 15 of these respondents were in the category of high performing schools. This constituted 83.33% while only 3 teachers that is 16.67% were from low performing schools. It can thus be argued that when teachers are motivated occasionally academic performance improves.

ii. This study pointed that lack of teachers motivation contributed to poor students academic performance in national examinations.

iii. The study findings were that most headteachers rarely motivated the students and the staff which contributed to poor students academic performance in national examinations. The headteachers in the high performing schools' practices of motivation were better than those of headteachers from the low performing schools.

iv. It was therefore noted that the principals' practices of motivation greatly contributed to students academic achievement because motivation boosted the morale of both teachers and students hence, it was a major tool for better students' academic achievement in national examinations.

5.2.3 Influence of Headteachers' Practices of Communication on Students' Academic Performance

i. From the data analysis on the influence of headteachers' practices of communication on students' academic performance, the teachers' respondents who were satisfied with their principals' methods of communication in the institutions were 12 out of 40 which translated to 30%. Out of these, 10 respondents translating to 83.33% were from high performing schools. This implied that where we have effective communication from the heateachers, students' academic performance improves.

ii. The study found that learning a ppeared to be enhanced when teachers and students understand what is expected of them through the headteachers proper

methods of communication. From the findings of the study, most of the teachers and students underscored communication gaps in the schools.

iii. The study therefore noted the need to improve communication methods in schools inorder to strengthen relationships and achieve better students academic performance in national examinations.

iv. .Thus it is can be concluded that effective communication practices by principals influences students' academic performance because it enables teachers and students to clearly understand what is expected of them in the schools.

5.3 Conclusions

The study concluded that:

i. The headteachers' practices of supervision, motivation and communication have   direct influence on students' academic performance in national examinations.

ii. In the high performing schools, the principals supervised teachers and students better than the principals in the low performing schools. The principals in the high performing schools further motivated both teachers and students and they practised effective communication better than their counterparts in the low scoring schools.

iii. In the schools that performed poorly, the principals' practices of supervision, motivation and communication were poor. Students and teachers lacked guidance and proper direction. The study concluded that there existed a gap between the principals and the teachers in the low performing schools which was clearly indicated by the schools' poor academic performance over the years.

iv.   The study pointed the need for headteachers to be physically present in schools to supervise and monitor what is happening in the institutions.

v.   School principals should come up with methods of motivating students and the staff to encourage them to work hard towards improving the students academic perfomance. This is because motivation boosts the teachers and students morale to work towards achieving the schools' set goals.

vi.   Lastly, effective communication in schools is very important as it enables everyone to know what they are expected to do and this improves relationships which leads to improved academic performance. In schools where the three variables were rarely practiced poor academic perforamnce was noted implying that management practices of headteachers were key in determining the schools academic outcomes in national examinations.

5.4 Recommendations

From the discussion of the results, the following recommendations were made:

i.   That principals ought to supervise teachers and students closely for effective teaching and learning and for students to consistently do well in national examinations. They should ensure that there are teaching schemes for each subject in the curriculum to ensure coverage for the full period of the course in each subject.

ii.   School principals must create opportunities for understanding the needs, aspirations and frustrations of each staff members through effective communication, mutual trust and openness among all the stakeholders. Thus there should be proper and free flow of information in the institutions regardless of the communication model adopted by the school principal.

iii.   The principals through the BOM should support the teachers, students and the non-teaching staff motivation in schools. This is because motivation has been seen to play a major role in improving students academic performance since it boasts the morale of both teachers and students.

iv.   Headteachers should start being team players instead of being managers by improving their communication skills. This will ensure that there is free flow of information in the schools hence better students academic performance.

v.   BOMs should support the headteachers in students and teachers motivation financing as motivation has been seen to play a major role in better students academic performance.

vi.   The ministry of education should organize in service courses for principals on management practices that can lead to improved academic perfromance in their institutions.

vii.   There should be proper and free flow of information in the institutions regardless of the communication model adopted by the school.

5.5 Recommendations for Further Research

This study was specifically carried out in Kitui Central, Kitui County. However, there are many other counties in Kenya where the same research can be carried out focusing on the influence of Headteachers' management styles and students' academic performance in the counties for comparative analysis.

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APPENDICES

Appendix I: Kitui Central District Secondary Schools

1. Kitui High School – Boys Boarding

2. St. Charles Lwanga School – Boy Boarding

3. St. Angelas Girls Sec. School – Girls Boarding

4. Tiva Secondary School – Mixed Boarding

5. Kyangwithya Sec. School – Boys Boarding

6. St Ursula Girls Sec. School –Tungutu – Girls Boarding

7. St. Monica Mulutu Girls Sec. School – Girls Boarding

8. Ivaini Sec. School – Mixed Boarding

9. Kwa Ukungu Sec. School – Mixed Boarding

10. St. Mary's Sec. School – Mixed Boarding

11. Engineer Ngilu Mixed Sec. School – Mixed School

12. Mutukya Secondary School – Mixed Boarding

13. St. Pauls' Kasyala Sec. School – Mixed Boarding

14. St. Patrick's Sec. School- Mutuni – Mixed Boarding

15. Mutendea Secondary – Mixed Boarding

16. Kyamathyaka Sec. School – Mixed School

17. Kabaa Sec. School – Mixed School

18. Kamandio Sec. School – Mixed Boarding

19. Muslim Secondary School – Mixed Boarding

20. Ithiani Sec School – Mixed Boarding

21. St. Philips Secondary School – Mixed Boarding

22. Archbishop Nzimbi Sec. School – Mixed school

23. Kwa Ngindu Sec. School – Mixed Boarding

24. Mutulukuni Sec. School – Mixed Boarding

25. Museve Sec. School – Mixed Boarding

26. Kwa Muema Sec. School – Mixed Boarding

27. AIC Miambani Sec. School – Mixed Boarding

28. St. Pauls Mutula Sec. School – Mixed Boarding

29. Katyethoka Sec. School – Mixed School

30. Mbusyani Sec. School – Mixed Boarding

31. Kaliakakya sec. School – Mixed Boarding

32. Kiviu Sec. School – Mixed Boarding

33. Ithimani Sec. School – Mixed Boarding

Appendix II: Introduction Letter

Influence of Headteachers' Management Practices on Students' Academic Performance in Public Secondary Schools within Kitui Central District, Kitui County, Kenya.

South Eastern Kenya University
P.O. Box 170 - 90200
KITUI

Re: Letter to the Respondents

Dear respondents,

This research is by a student of South Eastern Kenya University. It is for academic purpose only. The research is an investigation on the influence of managerial practices of head teachers in secondary schools and their effects on students' academic performance. A case of Kitui Central District.

The information collected will be treated with confidence. Please give appropriate and accurate answers.

Thank you

Yours faithfully,

Mrs. Lena Kasyoka

Appendix III: Student`s Questionnaires

Instructions to Students

Do not write your name on the questionnaire

The questionnaire is divided into sections 'A' 'B' 'C' 'D' and 'E'

Please do respond to the questions by either ticking (✓) the correct response or by filling in details as required where appropriate.

Section 'A'

Name of your school _____

Class _____

Age

    Below 14   (   )

    14-17   (   )

    18-20   (   )

    Above 20 years   (   )

Gender

    Male (   )   Female (   )   please tick one

Section B: Supervision

Please tick the appropriate response as follows:

A = Always, F = Frequently, O = Occasionally, R = Rarely, N = Never

	Students Response	A	F	O	R	N
1	My head teacher requires that I be punctual to class					
2	My head teacher requires that I should work hard to pass my examinations					
3	My head teacher reprimands me when I fail in my terminal exams					
4	My head teacher ensures that all lessons are taught every day					
5	My head teacher ensures that the school daily routine is followed					
6	My head teacher requires that I seek assistance from teachers to improve my weak areas					
7	Availability of head teacher in school					

Section C: Motivation

Please tick the appropriate response as follows:

A = Always, F = Frequently, O = Occasionally, R = Rarely, N = Never

	Students Response	A	F	O	R	N
1	My headteacher gives me presents when I pass well in my exams					
2	My head teacher organizes prize giving days every year when our school has performed well in national examinations					
3	My head teacher calls me to the office to discuss my academic progress and advices me accordingly					
4	My head teacher holds general meetings with all students in the school to discuss our school progress					

5. What form of rewards are you given (a)_____

(b) _____

(c) _____

Section D:Effective Communication

Please tick the appropriate response as follows:

(A = Always, F = Frequently, O = Occasionally, R = Rarely, N = Never)

Students Response		A	F	O	R	N
1	My head teacher writes newsletter to my parents every end of term to inform them about schools progress					
2	My head teacher communicates the school opening and closing days to students, teachers and parents					
3	My head teacher organizes open days in school to share our challenges in the school					
4	My head teacher communicates to us every day through our class teachers					
5	My head teachers uses the students leaders in the school to pass information to other students					

12. How many times do you have assemblies per week?_____

Section E: Academic Performance

Please tick the appropriate response as follows:

SD = Strongly Disagree, D = Disagree, A = Agree, SA= Strongly Agree

Students Response		SD	D	A	SA
1	My headteacher requires I work hard inorder to improve my academic performance				
2	Myheadteacher demands that I perform well in all subjects taught				
3	My headteacher inspects my lesson notes				
4	My headteacher requires each students to set academic targets for each term				
5	My headteacher reprimands me when I fail in my internal exams				
6	My schools KCSE academic performance is above a mean score of 5.00				

7. Give your KCSE mean score for   2010_____

2011 _____

2012 _____

8.Give your class mean grade in last terms end term exams _____

9. What was your individual performance in-terms of grades last term _____

10. What is your academic target this term _____

Thank you

Mrs. Lena Kausya

Appendix IV: Teachers Questionnaires

Instructions to Teachers

Do not write your name on the questionnaire

The questionnaire is divided into 'A' 'B' 'C' 'D' and 'E'

Please do respond to the questions by either ticking the correct response (✓) or by filling in the details as required where appropriate.

<u>**Section 'A'**</u>

Demographic Data

Name of your school _____

Teaching subjects _____

How long have you taught in the school _____

Your professional qualification please

Trained diploma teacher   (   )

Trained graduate teacher   (   )

Untrained graduate teacher (   )

Post graduate teacher   (   )

Gender

    Male   (   )   Female (   )   please tick one

Age in years

25 – 30   (   )

31 – 40   (   )

41 – 50   (   )

50 and above   (   )   (Please tick one)

School Characteristics

Tick the appropriate response/ fill in the blank space

School category

Girls School   (   )

Boys School   (   )

Mixed School   (   )

How many teachers do have in your school? _____

How many are TSC employees _____

How many are BOG employees _____

Section B: Supervision

Please tick the appropriate response as follows:

A = Always, F = Frequently, O = Occasionally, R = Rarely, N = Never

	Teachers Response	A	F	O	R	N
1	My head teacher inspects my lesson plan notes					
2	My head teacher supervises me while teaching my lessons in class					
3	My head teacher inspects my teaching aids					
4	My head teacher requires me to teach all my lessons in the school timetables					
5	My head teacher inspects my schemes of work and records work					
6	My head teacher requires that I supervise students when they are doing private studies					
7	My head teacher encourages me to put extra effort in my work for the success of the school					
8	I perceive my head teacher's management style as being effective					

Section C: Motivation

Please tick the appropriate response as follows:

A = Always, F = Frequently, O = Occasionally, R = Rarely, N = Never

Teachers Response		A	F	O	R	N
1	My head teacher organizes prize giving day in the school to reward students and teachers when the school has performed well in national examinations					
2	My head teacher recommends promotion to the teachers who have worked hard to improve the school academic performance					
3	My head teacher calls me in the office to encourage me verbally when I perform well					
4	My head teacher writes congratulatory letter to teachers when they perform well					
5	My head teacher organises trips for teachers to motivate them when they perform well					
6.	My Head teacher orgnises get together parties for teachers outside the school to motivate and encourage them					
7.	How often are you motivated as a staff?					

8   How many out of school parties do you have in your school per year
    _____

Section D: Communication

Please tick the appropriate response as follows:

A = Always, F = Frequently, O = Occasionally, R = Rarely, N = Never

Teachers Response		A	F	O	R	N
1	What is the frequency of staff briefs					
2	I communicate to teachers verbally					
3	I communicate to teachers verbally and in written form					
4	I percieve communication in the school as being effective					

Section E: Academic performance

Please tick the appropriate response/ as given in the key in the tables

SD = Strongly Disagree, D = Disagree, A = Agree, SA= Strongly Agree

Teachers Response		SD	D	A	SA
1	Students academic performance in this school is good				
2	The schools' entry behavior is good				
3	Students' academic performance is dependent on the head teachers managerial practices.				
4	When supervision regarding teaching and learning is done well, students seem to perform better				
5	When students and teachers are motivated by the principal the performance of the school goes up				
6	There is a strong correlation between staff development and the overall academic performance in the school				
7.	When teachers are provided with enough teaching/learning resources in the school the students' is better.				
8.	There is setting of academic targets in the school				

9. If there is academic target setting in your school, what is your subject target this term

_____

10. State any other three ways in which your head teacher can do to improve academic performance in your school.

_____

_____

Thank you

Mrs. Lena Kausya

Appendix V: Principal's Questionnaire

Instructions to the Principal

Do not write your name on the questionnaire

The questionnaire is divided into two sections; Section A' 'B' 'C' 'D' and 'E'

Please respond to the questions by either ticking (✓) the correct response or by filling in details as required where appropriate.

Section 'A' Demographic Data

Principals' Background

Please tick the appropriate response/fill in the blank space

Gender:

Male   ( )

Female ( )

Write the name of your school _____

State your professional qualifications

Graduate teacher   (   )

Untrained graduate   (   )

Trained Diploma teacher (   )

Post graduate   (   )

        Any other_____

How long have you been a principal in the school _____

Is your school fully staffed or understaffed?

Yes   (   )

No   (   )   (Tick one)

Indicate your age in years

30 – 40   (   )

41 – 50   (   )

51 – 60   (   )   (Please tick one)

Section B: Supervision

Please tick the appropriate response as given in the key in the tables

A = Always, F = Frequently, O = Occasionally, R = Rarely, N = Never

Principals Responses		A	F	O	R	N
1	Do you supervise your teachers and pupils in the school					
2	Do you inspect the teachers and students lesson note					
3	Do you inspect teachers schemes of work and records of work					
4	When supervision regarding teaching and learning is done well, students seem to perform better					

5. Specify how many tests are administered per term if given

_____

Section C:Effective Communication

Please tick the appropriate response as given in the key in the tables

A = Always, F = Frequently, O = Occasionally, R = Rarely, N = Never

Principals Responses		A	F	O	R	N
1	How often do you hold staff meetings in the school					
2	How often do you send memos to your staff					
4	What is the frequency of your staff briefs in the school every time					
5	How often do you communicate to your teachers in the school orally?					
6	How often do you delegate responsibilities to your teachers					

7 If yes give examples of some responsibilities delegated _____

Section D:Motivation

Please tick the appropriate response as given in the key in the tables

A = Always, F = Frequently, O = Occasionally, R = Rarely, N = Never

Principals Responses		A	F	O	R	N
1	How often do you reward students?					
2	How often do you recomment teachers for promotion?					
3	How often do you recognise students efforts?					
4	How often do you stay in the staffroom and talk freely with your teachers to encourage them					
5	When students and teachers are motivated by the principal the performance of the school goes up					

Section E: Academic Performance

Please tick the appropriate response/ as given in the key in the tables

Vg = Very good, G = Good, F = Fair, P = Poor

Principals Responses		Vg	G	F	P
1	How do you rate students academic performance in this school				
2	How is your schools entry behavior?				
3	When we have good head teachers' managerial practices, the students performance is				

4. What is your school's KCSE mean target this year? _____

5. What was your schools' KCSE mean in the year

2010 _____

2011 _____

2012 _____

6. What are some of the methods that you use in your school to ensure improved academic

Performance

_____

_____

Thank you

Mrs. Lena Kausya