

**HEAD TEACHERS' MANAGEMENT PRACTICES AND LEARNERS'
ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN
MAKUENI COUNTY, KENYA**

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**A Research Thesis Submitted in Partial Fulfilment of the Requirements for the
Award of Degree of Doctor of Philosophy in Educational Administration of South
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DECLARATION

I understand that plagiarism is an offence and I therefore declare that this research thesis is my original work and has not been presented to any other institution for any other award.

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DEDICATION

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DEFINITIONS OF TERMS

| | |
|----------------------------------|--|
| Academic outcomes: | Refer to results or scores attained after undertaking examinations. |
| Education: | Refers to the process of acquiring knowledge and skills within schools. |
| Head Teacher: | Refers to the most senior teacher and manager of both the social and physical environment of a school. They are responsible for the education of all pupils, management of staff and developing school-related policies. |
| Head teacher: | The basis upon which goals are attained and standards maintained. |
| Instructional Supervision | |
| Leadership styles: | are a way to improve the academic excellence of each learner. |
| Management practices: | Are imperative tools towards the attainment of high learners' academic performances. |
| Target setting: | Setting specific, measurable, achievable, realistic, and time-bound goals. |
| Teacher: | Refers to a qualified person who is trained and employed to help students acquire knowledge, competence, or virtue. |
| Teacher Motivation: | Refers to ways in which managers promote productivity |

among employees.

ABBREVIATION AND ACRONYMS

| | | |
|----------------|---|---|
| BECE | : | Basic Education Certificate Examination |
| CDE | : | County Director of Education |
| CEB | : | County Education Board |
| EFA | : | Education for All |
| ERC | : | Educational Resource Centres |
| KCPE | : | Kenya Certificate of Primary Education |
| KNEC | : | Kenya National Examination Council |
| MDG | : | Millennium Development Goals |
| MEO | : | Makueni Education Office |
| MOE | : | Ministry of Education |
| MOEHR | : | Ministry of Education Human Resource |
| MOEST | : | Ministry of Education and Science and Technology |
| NACOSTI | : | National Commission for Science, Technology & Innovation |
| NCLB | : | No Child Left Behind Act |
| QASO | : | Quality Assurance and Standards Officer |
| ROK | : | Republic of Kenya |
| SDG | : | Sustainable Development Goals |
| SMART | : | Specific, Measurable, Achievable, Relevant, and Time-bound |
| SPSS | : | Statistical Package for Social Sciences |
| SQAC | : | Standards and Quality Assurance Council |
| TPAD | : | Teacher Performance Appraisal and Development |
| TSC | : | Teachers Service Commission |
| UN | : | United Nations |
| UNESCO | : | United Nations Educational, Scientific, and Cultural Organization |
| ZIMSEC | : | Zimbabwe School Examination Council |

ABSTRACT

In Makueni County, public primary schools have continued to post low mean scores in the Kenya Certificate of Primary Education examinations showing declining academic performance each year from 2017 to 2021. Therefore, the purpose of this study was to assess head teachers' management practices on learners' academic performance in public primary schools in Makueni County, Kenya. The specific objectives of this study were to determine the influence of head teacher's instructional supervision on learners' academic performance; to examine the influence of target setting on learners' academic performance; to examine the influence of head teachers' leadership styles on learners' academic performance, and to establish the influence of teacher motivation on learners' academic performance in public primary schools. The study used a descriptive research design. The target population was the 714 public primary schools in Makueni County. The sample size was 509 respondents comprising 74 head teachers, 428 teachers, and 7 quality assurance officers. The study took a census of all the head teachers in the 74 schools and the seven quality assurance officers while simple random sampling was used to select the 428 teachers. Data was collected using questionnaires and interviews. The pilot study was done in 7 schools located in the Kibwezi sub-County to test the study's validity and reliability of the selected research instruments. The reliability results gave a Cronbach's alpha which was above 0.7 for the questionnaire and thus the tool was valid for use in data collection. The quantitative data from the questionnaires was coded and entered into the statistical package for social sciences (SPSS) software which was used to generate descriptive statistics and conduct the Chi-Square test. The Chi-Square test p-value was set at a significant level of $\alpha = 0.05$. Qualitative data was analysed through the content analysis method in line with the study's objectives. The quantitative data was presented in bar graphs, pie charts, and tables while qualitative data was presented in narrative form. The study found that head teacher's instructional supervision as shown by Chi-Square P-values of ($0.03 < 0.05$), target setting ($0.03 < 0.05$), leadership styles ($0.04 < 0.05$) and teacher motivation ($0.03 < 0.05$) as primary management practices had a significant influence on learners' academic performance in public primary schools in Makueni County. Drawing from the quantitative data, the study further found that some head teachers did not check the teachers' documents and assessment tools. Therefore, the study concluded that low levels of supervision of the curriculum and failure to validate teachers' documents by some head teachers accounted for the poor performance among learners. Similarly, the study found that some head teachers did not have a plan for motivating teachers. The absence of these practices according to the study remained a contributing factor to low mean grades in public primary schools in Makueni County. Thus, the study recommends a review and update of policies regarding instructional supervision by the Ministry of Education and the Teachers Service Commission (TSC). From the study findings, the study recommends the adoption of a leadership style that enhances communication, enhances collaboration between head teachers and their teachers to improve the performance of their schools, the study further recommends Quality Assurance to ensure that head teachers supervise teachers' activities effectively including teaching documents to ensure good performance

in their school. Headteachers, the Board of Management and the Parents Association are advised to initiate ways of motivating teachers to enhance the performance of their learners.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Management plays an instrumental role within any institution or organization (Armstrong & Stephens, 2005) defined management as the process of organizing resources (human and materials) to attain defined goals and objectives. Nedelko and Potočan (2016) further described managerial practices as the main tools used to propel the implementation of underpinning concepts within the organization. The application of managerial practices across schools towards enhancing excellence and performance remains a key phenomenon across the globe (Darling-Hammond, Amrein-Beardsley, Haertel, & Rothstein, 2012). In the educational context, management practices such as instructional supervision, target setting, integrating leadership styles, and motivating teachers occur to affect learners' academic performance. Head teachers use different managerial practices that ensure the smooth running of schools which operate as a system (Magretta, 2012). Therefore, this study investigated management practices and how they influence performance among learners across public schools in Makueni County, Kenya.

Education is regarded as a basic human right that paves the way for students' lifelong learning and socioeconomic benefits thus it is recommended for all (Arora & Mishra, 2019). Under Sustainable Development Goal number 4 (SDG 4), it is necessary to provide inclusive and quality education to every child while the Kenya Constitution 2010 advocates for free and compulsory education underscoring the need for quality learning through the government's provision of textbooks to every public school in Kenya. According to Karimi, Mulwa, and Kyalo (2020), the quality of education offered within schools impacts learners' performance. This performance can be improved through making classroom visits and conducting frequent assessments. Within this context, quality education focuses on improving a learner's literacy and numerical capabilities as well as enforcing the use of effective instructional designs which positively affect how a learner performs in the final examinations (Morrison, Ross, Morrison, & Kalman, 2019).

From a global viewpoint, various policies provide a grounding for quality managerial practices in education. In the United States, the integration of managerial practices in the education system boosts the accessibility of education to all (Burke, 2015). The state's Department of Education is tasked with establishing federal and educational policies, particularly, those that provide financial aid to learners. Subrun and Subrun (2015) stated that a key educational policy used in the U.S. is the No Child Left Behind Act (NCLB) which was passed in 2001. The policy necessitated holding school heads accountable for the learners' success and the attainment of good academic performance during the annual testing. One of the primary impacts of the NCLB was that it improved low-income learners' mathematical abilities (Subrun & Subrun, 2015). These results were associated with increased teachers' motivation because they received better compensation rates and educators also embraced quality instructional methods towards mathematics. Drawing from the study, it was evident that the educational policy had far-reaching effects in the education sector which affirmed the need to assess managerial practices towards enhancing learners' academic performance in public primary schools in Makueni County through this study.

In Australia, a study carried out by Cruickshank (2022) stated that the state had the intention of reforming the education sector by raising the achievement levels or standards of learners over the last thirty years. School leaders are placed at the core of these reforms because they are accountable for every student's performance at the regional or state levels. The study found that head teachers directly influenced the quality of instructional teaching methods and the learning process within schools. From a performance perspective, head teachers were necessitated to provide a better working environment for teachers by motivating them Cruickshank (2022). Head teachers can integrate their leadership skills to boost the students' academic outcomes and progress. Cruickshank (2022) posited that the usage of instructional leadership styles was geared towards developing clear educational-based goals, student-teacher interactions, and planning and overseeing the delivery of the curriculum. Drawing from the experience of Australia, this study sought to understand whether the application of similar or relative head teacher practices could yield the same results in Kenyan public primary schools, particularly, in Makueni County.

A study carried out in Mauritius by Ah-Teck & Hung (2014) pinpointed that there was a need to adopt different policies to boost learners' academic outcomes. Ah-Teck & Hung (2014) further argued that the Mauritian government increasingly focused on the agenda of students' performances and school leadership. The state implemented an educational reform between 2008 and 2014 under the MOEHR to push for better student achievement and managerial practices in schools. Ah-Teck & Hung (2014) affirmed that these reforms served as instruments to transform Mauritius into an intelligent nation-state. Drawing from the positive implications of leadership within Mauritian schools towards boosting learners' academic outcomes, it was imperative to conduct this study in Makueni County, Kenya.

Another study conducted within the education sector in Zimbabwe was centred on reform policies that focused on improving learners' academic performances (Shizha & Kariwo, 2012). These reforms led to an increase in the management of education across Zimbabwe while increasing the proportion of trained teachers from 51.48% in 1990 to 77.2% in 1996 (Shizha & Kariwo, 2012). An act of parliament created the examination board through the Zimbabwe School Examination Council (ZIMSEC) to administer and manage all the country's primary and secondary education examinations (Shizha & Kariwo, 2012). These studies pinpointed educational policies as vital foundational pillars towards improving students' performance in different subjects and surpassing the set national examination mean scores underlining the importance of this study.

Evaluation of the effectiveness of the school management practices on teacher's classroom performance in Uganda was done in Ugandan primary schools. Exploratory study design was adopted involving 169 respondents. The respondents involved educational officers, Classroom teachers, Head teachers and school management committees. Snowball, purposive and random sampling were the specific sampling techniques. The findings from the study reveals low performance of learners which was ascribed to multiple factors like poor infrastructural support, learners absenteeism, teacher low qualification or inadequate professional training. Inadequate head teacher's management skills and ethics.

A study in primary schools in Kigoma Municipality in Tanzania on the influence of leadership styles by first identifying the common practiced leadership styles; democratic, autocratic, and laissez-faire leadership styles and their influence. The study employed a mixed approach and the data was collected through documentary reviews, questionnaires and interviews and analyzed using SPSS. Content analysis was adopted for qualitative analysis. The three types of leadership styles were commonly practiced by head of institutions and had positive influence on the performance of the learners, however, laissez-faire negatively impacted performance in studied schools.

In Kenya, a study conducted by David, Cheloti, & Maithya (2018) classified educational management levels into five categories. These are formal, informal, college, participative, and political models. The majority of Kenyan public primary schools use the formal model of management in their schools (David et al., 2018). Similar to the application of management, the integration of management practices across learning institutions occurs to be inevitable (David et al., 2018; Norah, 2018).

Head teachers are the drivers of every element within the school system; they influence learners' performance through their managerial and administrative roles. In this study, management practices refer to approaches or initiatives designed to boost sustainability, excellence, and innovativeness within learning institutions (Suárez, 2016). From the above studies, it was evident that the use of effective head teacher management practices is a predominant factor towards achieving better student achievement across Kenyan public primary schools which affirmed the significance of this study.

Education policy, teaching practices, and leadership development all benefit greatly from research on the effects of head teachers' involvement, goal-setting, leadership styles, and instructional supervision on students' academic performance in public primary schools. Through gaining insight into these variables' effects, politicians may devise efficient plans to enhance student performance, teachers can improve the way they teach, and future leaders can acquire the abilities needed to build settings that are encouraging for learning. The overall objective of promoting an equitable and superior education for all children can

also be furthered by research findings, which can also be used to identify problem areas, encourage teacher motivation, and resolve inequalities in educational outcomes.

1.2 Statement of the Problem

In Kenya, the achievement of low mean scores among learners in the Kenya Certificate of Primary Education (KCPE) examinations across public primary schools remains a concern to all stakeholders. According to the Makueni Education Office (2021), learners' academic performance across public primary schools in Makueni County has been below the expectations as consistently shown for the five consecutive years. Drawing from statistics released by the Makueni Education Office (2021), public primary schools have registered low academic performance in national examinations during the period 2017-2021. Table 1.1 shows mean scores for the public schools were 258.59, 252.63, 252.32, 254.07, and 251.98 respectively. These results imply that majority of learners in Makueni County do not qualify to join national and extra county schools which necessitates investigation. The poor performance among students is of great concern to stakeholders, especially, teachers and parents. Myriads of factors may affect the learner's academic performance in schools more so for schools in rural setting. Among many factors affect students' performance in schools, this study focused on the impact of four head teacher practices which include instructional supervision, target setting, leadership styles, and teacher motivation and how they impact learners' performance. While studies on performance have been done in other parts of Kenya, a study on head teachers' management practices on learners' academic performance in public primary schools has not been done in Makueni County, Kenya, hence, the need for this study.

Table 1.1: Mean scores attained in the national examination from 2017-2021

| Year | Mean Scores |
|-------------|--------------------|
| 2017 | 258.59 |
| 2018 | 252.63 |
| 2019 | 252.32 |
| 2020 | 254.07 |
| 2021 | 251.98 |

Source: Makueni Education Office (2022).

1.3 Objectives of the Study

The study was guided by the general objective and specific objectives.

1.3.1 General Objective of the study

The general objective of this study was:

To assess head teachers' management practices on learners' academic performance in public primary schools in Makueni County, Kenya.

1.3.2 Specific Objectives

- i. To determine the influence of head teacher's instructional supervision on learners' academic performance in public primary schools in Makueni County, Kenya.
- ii. To examine the influence of head teacher's target setting on learners' academic performance in public primary schools in Makueni County, Kenya.
- iii. To examine the influence of head teachers' leadership styles on learners' academic performance in Makueni County, Kenya.
- iv. To establish the influence of head teachers' involvement on teachers' motivation on learners' academic performance in public primary schools, in Makueni County, Kenya.

1.4 Research Hypothesis

The study tested the following hypothesis at a 95% level of significance.

H₀₁; There is no statistically significant influence of the head teacher's instructional supervision and learners' academic performance in public primary schools in Makueni County, Kenya.

H₀₂; There is no statistically significant influence of target setting and learners' academic performance in public primary schools in Makueni county, Kenya.

H₀₃; There is no statistically significant influence of head teachers' leadership styles and learners' academic performance in public primary schools in Makueni County, Kenya.

H₀₄; There is no statistically significant influence of head teacher's involvement on teacher motivation and learners' academic performance in public primary schools in Makueni County, Kenya.

1.5 Significance of the Study

At the school management level, the findings from the study will provide insights into important head teacher management practices. The study will pinpoint the head teacher's usage of instructional supervision that can be achieved through regularly visiting classrooms, assessing both teachers' and pupils' records and enhancing learners' academic performance in the national examinations. Secondly, the findings will enlighten head teachers on the significance of effective leadership practices and the effect of these practices on the attainment of high learners' academic performance in public schools. Thirdly, the head teacher may use these findings as a guideline when setting school targets. Setting attainable targets like KCPE mean scores and specifying the amount of time needed to cover the syllabus may compel head teachers to adhere to the basic requirements of achieving and maintaining high learners' academic outcomes in Kenya. The findings will also benefit policy makers and quality assurance officers who are at the forefront of enforcing quality education and developing effective education policies. Lastly, the findings may be beneficial to future researchers who will also explore the topic.

1.6 Limitations of the Study

The study had anticipated that some of the teachers and head teachers would be a bit reluctant to provide honest or valid information on the assumption that their schools were being investigated on students' academic performance. Thus, the researcher assured them that the information collected was intended for academic reasons. The researcher further assured the respondents to maintain anonymity and confidentiality of the data. The researcher also drafted the questionnaire items that were validated through a pilot study where teachers and head teachers indicated they were comfortable answering the questions.

1.7 Delimitations of the Study

The study was delimited to public primary schools situated in Makueni County Kenya only and their Kenya Certificate of Primary Education results for the selected consecutive five years (2017-2021). The study also collected responses from head teachers, teachers and quality assurance officers only regarding the assessment of head teachers' management practices on learners' academic performance such as instructional supervision, target

setting, leadership styles, and teachers' motivation. Lastly, the study was delimited to questionnaires and interviews as the primary data collection instruments.

1.8 Assumptions of the Study

The study was based on the following assumptions. First, public primary schools in Makueni County have similar management structures. Hence, the findings from sampled schools are generalizable as far as learners' academic performance in Makueni County's public primary schools was concerned. Second, teachers, school heads and the quality assurance officers were available and willing to provide honest information. The study also assumed that study participants were well-versed in the primary schools' managerial practices and students' outcomes.

1.9 Organization of the Study

This study was organized into six chapters:

Chapter one is a summary of the background of the study, statement of the problem, objectives of the study, research questions and hypothesis, significance of the study, limitations and delimitations of the study, assumptions of the study and definition of key terms. Chapter Two contains the literature review on concepts of instructional supervision, target setting, leadership styles, and teacher motivation as identified in the study's objectives. It further provides literature from global, regional, and Kenyan perspectives and cites high-ranking empirical studies that depict a research gap. It is followed by a summary of the literature review, theoretical framework, and finally, the conceptual framework which shows the interrelationship between independent, intervening, and dependent variables. Chapter Three discusses the methodology which includes the following elements: research design, target population, sampling technique and sample size, research instruments and validity of research instruments and reliability of research instruments, data collecting procedures, data analysis, and ethical considerations. Chapter Four covers the research results organized in subtopics based on the study objectives and hypothesis. Chapter Five gives a detailed discussion of the findings and the interpretations as per study objectives. Chapter Six contains conclusions based on the research findings, recommendations, and suggestions for further research.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter explored the present literature on head teacher management practices as determinants of learners' academic performance in Kenya. The chapter was organized based on the research objectives which include; the head teacher's instructional supervision role, target setting, leadership styles, and teacher motivation. This was followed by a theoretical discussion upon which the study was anchored and a conceptual framework that shows the relationship between the independent, intervening, and dependent variables of the study.

2.2 Head teachers' Instructional Supervision and Learners' Academic Performance

Supervision is the basis upon which goals are attained and standards maintained (Darling-Hammond et al., 2012; Zepeda, 2013). In this case, supervision plays an instrumental role in improving the quality of teaching and learning. Instructional supervision is a managerial instrument that ensures educational programs are aligned with laid down policies. Drawing from a case study of Pakistan Ali, Khurshid, Shahzad, Hussain, & Bakar (2018), noted that school supervision is done by external supervisors such as district education officers, sub-district education officers, and head teachers. A study also done by (Qutoshi & Khaki, 2014) further examined the role of school head teachers in the improvement of community-based schools across Pakistan. The study found that the role of head teachers in the improvement of the school was complex, tasking, and multifaceted (Qutoshi & Khaki, 2014). The limiting factors as far as achieving school improvement included a lack of financial resources, high levels of teacher turnover, and mismanagement of school resources. Therefore, this study examined the influence of instructional supervision on learners' academic performances in public primary schools located in Makueni County.

The Australian government continuously works with school leadership to ensure efficient supervision among teachers. This is done through supporting school heads and funding leadership programs that promote high achievement in supervisory skills. Lempira (2014)

carried out a study on the influence of school supervision on students' outcomes in Australia. The study variables included an examination of the effect of instructional supervision on improving learner outcomes. Analysis was done through a descriptive survey method which focussed on teaching and learning, collaborative establishment of school goals, and vision as well as awareness of stakeholder engagement. Lempira (2014) showed over half (56%) of the respondents agreed that quality education was an outcome of school heads who enacted a wide range of practices among them supervision, the study indicated that supervision led to high performance among learners. Drawing from this study, instructional supervision drives the attainment of learners' academic performance indicating the importance of this study in Makueni County.

Bouchamma, April, & Basque (2019) conducted a study titled "Supervision Practices of School Principals: Reflection in Action in China" from a global standpoint. Twelve semi-structured interviews with the principals provided the data. After being taped, the interviews were subjected to mixed coding analysis. The guidance was arranged based on knowledge and individual abilities. Every principal was extended an invitation to discuss candidly their methods for supervision as well as how their school's Teacher Evaluation Program had been appropriated and modified. The results demonstrated that the participants emphasized the significance of teaching their teachers the value of reviewing official documents. However, the current study aimed to fill the gap by focusing on specific professional documents, something that this study did not achieve.

Özcan & Avcı (2021) conducted a study in the Turkish region of Nevşehir on teachers' assessments of school principals' supervision. The purpose of the study was to examine how instructors felt about the supervisory methods used by school principals. The research design used in the study was phenomenology. Participants in the current study included a sample of sixteen educators employed by the Turkish province of Nevşehir in state schools. The criteria sampling approach, a deliberate sample technique, was used to choose the participants. The results showed that among other supervisory procedures, school principals carried out supervision by reviewing teachers' professional records. It was discovered that this practice had a significant impact on students' performance. In contrast

to the current study, the Ozcan & Avci (2021) study focused on teachers' assessments of school principals' supervision. The current study fills in a gap left by the Ozcan & Avci (2021) study, which focused on teachers' evaluations of school principals' supervision whereas the current study concentrated on particular supervision techniques.

A study conducted by Mosha (2015) noted that supervisory skills among Zanzibar's head teachers are a crucial requirement when appointing primary school head teachers resulting in high achievement among students. To ensure good performance in schools and quality education, the district inspectorate officials monitor every school. Zonal inspectors typically supervise two or more regions in the country. As part of the effort to ensure that good results are acquired, some educational zones, districts and wards have established educational resource centres (TRCs) to support teachers with curriculum materials, information policies, and teaching ideas (Mosha, 2015).

Another study by Usman (2015) noted that Nigerian schools also integrated instructional supervision to positively impact learners' performance. Head teachers should ensure that teachers conduct timely lesson planning, lessons adhere to the given structures, and follow the curriculum. However, a similar comparison of supervision and its influence on teacher motivation and learners' outcomes has not been widely conceptualized in Kenya, particularly, in Makueni County affirming the need for this study.

On the other hand, Usman (2015) noted that Nigerian schools also integrated instructional supervision to positively impact learners' performance. Head teachers should ensure that teachers conduct timely lesson planning, lessons adhere to the given structures, and follow the curriculum. However, a similar comparison of supervision and its influence on teacher motivation and quality education has not been widely conceptualized in Kenya, particularly, in Makueni County affirming the need for this study.

A study in the Gasabo district in Rwanda to evaluate the influence of heads of institutions' supervision practices on the teacher's performance reports strong Pearson's correlation as backed up by a coefficient of 0.913 and a p-value of $0.000 < 0.01$ between head teacher's

instructional supervision and teacher's performance. The research highlights that checking on content delivery methods, supervision of human resources, and pedagogical documents can improve classroom performance. The study recommended head teachers training on instructional supervision so that consequently they may improve classroom teacher's performance in public primary schools by the ministry of education. In Rwanda's public elementary schools, educational planners should put up an efficient system to improve teachers' performance to compensate for the adoption of effective instructional monitoring. To enhance teachers' performance and make sure they are using instructional materials properly, head teachers of schools should conduct routine supervision (Ntirandekura, 2019)

A study carried out by Nthenge (2017) pinpointed that The Basic Education Act passed in 2013 placed emphasis on the need for instructional supervision within Kenyan schools through the Establishing Educational Standards and Quality Assurance Council (ESQAC). The council's key function is an assessment of teachers and maintenance of quality standards in institutions that offer basic education (Republic of Kenya, 2003). This is done through instructional supervision for quality teaching and learning. Importantly, The Basic Education Act (2013) empowers the cabinet secretary for education, the Teachers Service Commission (TSC), the National Education Board, national quality assurance bodies and county education Boards (CEBs) with the mandate of maintaining quality standards. Head teachers are in charge of supervisory roles at the school level which involves ensuring teachers have excellent attendance records, overseeing how teachers deliver lessons, and ensuring safety (Nthenge, 2017). Additionally, Mutinda (2016) study conducted in secondary schools located in Yatta affirmed that instructional supervision had a direct impact on learners' academic performance. The study concluded that these outcomes could be enhanced through frequently checking teachers' records, inducting new educators, and offering instructional training to boost teaching. Therefore, this study further examined the influence of head teacher's instructional supervision on learners' academic performance in public primary schools in Makueni County.

2.3 Target Setting and Learners' Academic Performance

McDonald et al. (2014) defined target setting as setting specific, measurable, achievable, realistic and time-bound goals. A study by Jayanthi, Balakrishnan, Ching, Latiff, & Nasirudeen (2014) in Singapore depicted that the state developed educational targets through the implementation of master plans for both national education and junior college/upper secondary report curriculum. The findings revealed that for those who had an interest in pursuing higher degrees their current academic scores affected their probability of enrolment. Australian Quality Education Council stated that one of the major targets of schooling is to promote equity and excellence and ensure all young Australians become successful, confident, creative, active and informed citizens (Collins, 2014). Indicators of achieving quality targets in education include overall academic quality, individual attention for each child, committed staff, students treating each other with respect and development of a child's social competencies including developing friendships (Collins, 2014). These findings implied that a forward-looking approach to academic achievement involved setting targets that can positively impact performance and consequently improve students' outcomes. Therefore, it was important to carry out a similar study in Makueni County, Kenya that demonstrates the impact of target setting and learners' academic performances.

Smith's (2009) study examines the effects of academic aim setting on student performance using data from longitudinal achievement surveys in New Zealand. To find trends and create personalized goals for each student, the study examined data from students in Years 9 and 11. According to the study's findings, students who met their academic goals fared far better, having a 1.9-fold increased chance of earning the Level 1 National Certificate of Educational Achievement. Additionally, it was shown that students with lower starting scores had higher success rates. The study acknowledged that teaching techniques remained unchanged and occasionally disagreed with the aims set, but it also suggested the systematic use of longitudinal data for creating achievement targets and emphasized the good influence on teacher-student relationships (Smith, 2009).

This study set out to investigate the factors that influence Senior High School (SHS) program choices in the Gomoa East District of Ghana's Central Region. It was a quantitative research with positivist theory as its foundation. For this investigation, a descriptive survey design was used. The study employed a self-created questionnaire to gather data from a sample of 229 participants. To analyse the data, multiple linear regression was performed. The study discovered that the greatest predictor of students' program choice was their overall academic achievement, which was followed by recommendations from friends or co-workers. In order to help students improve their self-efficacy and overall academic performance, the study advised that the Ghana Education Service (GES) and the Management of the Senior High Schools (SHSs) focus on providing them with research and learning skills (Senyamator, Abagbana, Nugba, Adu, & Asabere, 2023).

Key targets for achieving high learners' academic performance in Cameroon included improving governance and management of education (Ndille, 2020). The study established that low academic outcomes within public primary schools remained a major challenge. It also found that less than half of the learners did not attain the required skills in language and mathematics at the end of primary education due to poor syllabus coverage. Unlike private schools, learners from public schools find themselves taking examinations that cover areas they have not learned (Ndille, 2020). The inability to cover these topics within the given timeline contributes to low mean scores in internal exams mean grades. Targets set within Nigeria's primary education are aimed at boosting learners' level of literacy, numeracy skills, and ability to communicate effectively as well as citizenship. In a study conducted by (Idowu, Chibuzoh, & Madueke, 2014) to investigate the effectiveness of target setting among senior secondary students' academic performance in the English language in Enugu Nigeria, a sample of 147 participants was drawn from two public schools. Adopting the quasi-experimental approach, the study found that academic performance in both schools was enhanced among participants who had been exposed to goal-setting interventions compared to those who were not (Idowu et al., 2014). These empirical findings pinpoint the extent to which target setting affects academic performance affirming that there is a gap that this study addressed. While the study was done in 2 schools

and used the quasi-experimental approach, this study was carried out in 74 schools and used the descriptive survey approach to affirm the role of target setting within public primary schools in Makueni County.

Global concerns have been raised about pupils' academic performance at all educational levels. This ex-post facto study set out to find out how students' performance at Kuria West-Migori County, Kenya's Kenya Certificate of Secondary Education was affected by the instructional supervision techniques principals used. The goal of the study was to ascertain how much principals' academic target-setting affects their students' KCSE performance in public secondary schools. The study focused on 35 public secondary schools in the sub county and used an ex-post facto research design. A basic random technique was used to select a sample of thirty schools, with selections being made solely by chance. A questionnaire called the Principal's Instructional Supervision Strategies Questionnaire (PISSQ) was created to gather data that was both quantitative and qualitative. The reliability of the instrument was established through a test-retest method, wherein a reliability coefficient of 0.70 was computed using Pearson's Product Moment Correlation Coefficient. The content validity of the instrument was achieved through the expert peer-review process, wherein suggestions were considered to improve the items in order to obtain accurate and credible data. With the aid of the Statistical Package for Social Sciences (SPSS) version 20, quantitative data was gathered and examined. Descriptive statistics were used to assess the data, which were then displayed as frequency and percentage tables. A correlational study found that administrators' establishment of academic goals had a 52.9 percent meaningful impact on students' performance. Thus, this study found that academic objectives, an instructional monitoring approach used by principals, had a significant impact on students' performance by 47.2% and should be strengthened. The study suggested that principals be trained in the essential instructional supervision tactic of school target setting by DQAS, KEMI, and TSC (NDEGE, 2019).

According to a study conducted by (Idowu et al., 2014) utilizing a quasi-experimental approach, academic performance significantly improved among Senior Secondary II students in Enugu Metropolis, Nigeria, when they learned how to develop goals. According

to the study's findings, individuals who received goal-setting interventions outperformed the control group in their English language proficiency. Furthermore, the mean scores of female students were higher than those of male students. It was suggested that goal-setting interventions be used as a tactic to improve academic performance, especially in English, and that gender disparities in educational outcomes be addressed by offering specialized support to both male and female students (Idowu et al., 2014).

Significant findings are reported in a study conducted by Nyagosia, Waweru, & Njuguna (2013) utilizing the Effective Schools Model to examine the determinants impacting academic attainment in public secondary schools in Central Kenya. According to the study's findings, academic performance is strongly predicted by six of the seven correlates, including instructional leadership, a focus on the school's mission, safety and orderliness, expectations for success, home-school interactions, and learning opportunities. According to the study, high-achieving schools place greater emphasis on these correlations than do underperforming ones. To improve academic achievements, it is advised to increase these areas, especially instructional leadership through frequent staff appraisal meetings and instructor supervision

According to ROK (2003), the basic education policy goal in Kenya is making education a catalyst for national development by advocating for better learner outcomes. To achieve this, the country's education sector has a specific policy targeting learners' competencies and skills that enable them to meet the human resource aspirations of Vision 2030. This is in line with the system theory which states that adaption and growth of a system depend on the degree of systems engagement with the environment. (Ngala & Odebero, 2010) conducted a study to investigate the influence of head teachers' target-setting practices on the performance of pupils in KCPE. Using a sample of 350 respondents retrieved from Rift and Nyanza rural-based schools, the findings showed that the majority of the primary school heads check teachers' professional record term which is not frequent enough to improve pupils' academic performance. Moreover, Ngala & Odebero (2010) demonstrated that a majority of head teachers assisted their teachers in setting achievable targets that led to an improvement in academic performance. Head teachers are expected to have accurate

records showing the academic improvement among learners, and goals set by both learners and teachers and provide suggestions on how these goals can be attained. It is therefore important to investigate the influence of target setting as a head teacher's managerial practice on learners' academic performances in public primary schools in Makueni County.

2.4 Head teachers' leadership styles and learners' academic performance

A study carried out by Sebastian & Allensworth (2012) on the influence of principal leadership on classroom instruction and students' learning process highlighted the importance of using effective leadership styles. The study examined the impact of leadership in Chicago's public high schools on how the learners performed. Using the multi-level structural equation modelling approach, the study found that significant differences were evident between schools where principals exercised leadership compared to those that did not. Sebastian & Allensworth (2012) argued that leadership could be adopted to promote the establishment of a conducive learning environment and college-oriented climate positively impacting learners' performances.

Another study conducted by Boampong, Obeng-Denteh, Issaka, & Mensah (2016) in Ghana on the effect of integrating leadership styles among school heads indicated that these skills were important. Junior High Schools in the Effiduase - Sekyere East district of the Ashanti region were sampled for the study because they exhibited poor performances in the public examinations at the Basic Education Certificate Examination level within the district. The study used a triangulation sampling approach to collect both qualitative and quantitative data to investigate the relationship between learners' academic performance and the application of leadership styles among head teachers (Boampong et al., 2016).

From 271 respondents, the study underlined that stakeholders like parents, teachers, students, policy makers and society as a whole are anxious to see learners excel in their academic work. Even without the necessary framework and resources, stakeholders expect the school heads to propel the schools to excellence; these responsibilities also ensure that the head teachers are held accountable when learners perform below expectations. The

study concluded that head teachers needed to be equipped with the necessary leadership styles to attain the desired academic performance in schools.

In South Africa, Bush (2013) focused on the importance of instructional leadership in the learning process across South African schools underlining that this managerial skill could not be overlooked. The study found that there was a need towards increasing attention to head teachers' leadership as a way to improve the academic excellence of each learner.

Bush (2013) further stated that the significance of instructional leadership was captured in the Managing Teaching and Learning framework as a foundational pillar in South Africa. Very little literature has examined the influence of leadership styles on learners' achievement, thus, this study sought to fill this gap by identifying key leadership styles that can be used by head teachers to improve learners' academic performance.

In another study carried out by Kitavi (2014) on the influence of leadership styles among school heads on the learners' performance in the Kenya Certificate of Primary Education in Matinyani sub-county, Kitui underpinned leadership as a core tenet towards students' excellence. The study investigated the effect of three key leadership styles, that is, laissez-faire, democratic, and autocratic on how learners performed in the KCPE. Kitavi (2014) used a sample size of 6 public primary schools in the division with 6 head teachers, 6 deputy head teachers and 24 teachers. The design adapted for this study was a descriptive survey. The study administered questionnaires to head teachers, deputy head teachers and teachers. From the findings, the study concluded that the democratic leadership style was the most applied in the selected primary schools towards boosting the learners' academic performance.

Similarly, Oyugi and Gogo (2019) study on the influence of leadership styles on learners' performance in the Kenya Certificate of Secondary Education in the Awendo sub-county underlined the impact of integrating effective leadership within schools. The study used a sample size of 30 head teachers, 340 educators, and 1400 form four learners and adopted an ex-post facto research approach. Based on the findings, Oyugi and Gogo (2019) noted

that head teachers needed to integrate a democratic leadership style to enhance learners' outcomes. The study concluded that the democratic leadership style was expected to positively impact learners' academic performance compared to autocratic and laissez-faire leadership styles. According to these studies, the integration of head teachers' leadership styles occurs to be a key factor in the attainment of high learners' academic performance underscoring the significance of conducting this study.

2.5 Teachers' motivation and learners' academic performance

A study carried out by Lemos, Knutgard, and Krants (2014) investigated the level of quality of managerial practices and the impact of these practices on the quality of education across learning institutions across eight states. The states included in the study were the UK, Sweden, Canada, Germany, the United States, Brazil, Italy, and India. The study affirmed that school management practices, in comparison to other factors such as teaching quality, competition and class size had significant implications on students' academic outcomes. The study argued that better management of schools has been associated with improved pupil academic achievement in both developed and developing countries (Lemos et al., 2014). Although there are varying aspects that negatively affect educational quality standards, a fundamental factor to be considered in this regard is head teachers' application of management practices such as supervising both learners and educators and involving stakeholders in decision-making processes. Despite the head teachers motivation, literature provides a detailed discussions on the effect of managerial practices on school academic performance, this study seeks to fill the underpinning gaps regarding their implications within public primary schools in Makueni County.

From a managerial perspective, motivation refers to ways in which managers promote productivity among employees (Kathryn & Miele, 2016). Motivation can be attained through offering either non-monetary or monetary awards. Rockoff (2004) argued that Australian schools have laid down induction procedures and mentorship programs for their teachers. This strategy made teachers settle early in their jobs and deliver curriculum with ease. The study found that teacher motivation is a key factor in increasing focus on the quality of teaching (Rockoff, 2004). Teachers experienced high morale when they were

acknowledged, praised, or offered cash awards. A similar phenomenon was reported in the United States Richardson and Watt (2010) where motivation was found to be an indispensable tool within schools. The study found that motivation among teachers promoted their psychological health and well-being. Teachers whose well-being is catered for or rewarded are likely to incorporate effective instructional methods that positively impact how learners perform. Therefore, school heads should aim to offer educators incentives that increase their productivity and morale affirming the need to carry out this study across public primary schools in Makueni County.

A study carried out in Nigeria elementary schools by Ashimole and Ahaiwe (2011), also concurred that teaching and learning largely depended on the teachers' level of enthusiasm and devotion. The study further indicated that the government provided unattractive working conditions leading to poor motivation among teachers. Oko (2014) found that teacher motivation provided the desire in students to learn as they are encouraged to learn, to express themselves by answering questions and taking part in both individual and group assignments. These results largely increased the quality of education in learning centres. In South Africa, teacher motivation is further adversely affected by the absence of incentives and rewards. Mpungose (2017) carried out a study on the issue surrounding motivation and it depicted that teacher motivation was important across teaching staff. Mpungose (2017) stated that there was an urgency to establish motivation among educators by appraising them or taking them through skill development activities and having an effective reward system is tantamount. According to these studies, it was noted that motivation occurs to be a key factor in the attainment of high learners' academic performance underscoring the significance of conducting this study in Makueni County.

Another study conducted by Mpungose (2017) at Kenya's Teachers Service Commission also found that motivation was absent at the organizational level impacting the present school-based human resource systems. A school operates as a system where the head teacher can directly affect the actions of teachers which trickle down to the students (Bertalanffy, 1968). In this context, motivation is referred to as a pre-requisite for ensuring training and development and employee motivation practices are implemented in schools.

Motivation involves meeting the desires of teachers and their needs to ensure that they work voluntarily towards meeting a school's targets or goals. The extrinsic motivation provided by the management of heads of institutions in the form of material things evokes intrinsic motivation of teachers. Mutua (2016) also conducted a study in Kirinyaga County to investigate its effectiveness in secondary schools where he documents that motivational factors were absent. The lack of these actions reduced the relevance index in a school's academic performance. Mutua, 2016 and Ndinza, 2015 recommended that head teachers should offer their teachers competitive rewards and recognition awards as a means to elevate their motivation. Therefore, these empirical studies underscore that motivation plays a crucial role in the attainment of academic excellence. It is noteworthy to state that this study further examined the influence of teacher motivation and its impact on learners' academic performance in public primary schools in Makueni County Kenya.

2.6 Summary of Literature Review

The role of instructional supervision within schools is tantamount towards success and the attainment of high learners' academic performance as examined by (Usman, 2015). Other empirical studies by Nthenge (2017) and Ruvahofi, Koda, and Moshia (2022) concurred that the head teacher needs to actively supervise both learners and teachers to ensure that appropriate pedagogical approaches are implemented. These studies showed that instructional supervision is an important component in attaining high learners' academic performance, hence, the need for this study. On target setting, Idowu et al. (2014) investigated the effectiveness of target setting among senior secondary students' academic performance in the English language in Enugu Nigeria. The study was done in 2 schools and used the quasi-experimental approach. Ngala and Odebero (2010) and Thompson (2014) found that setting targets enhanced KCPE mean grade, syllabus coverage, and internal exams mean score. However, the studies differ from the current study in terms of the sample size, locale and study design.

On the effectiveness of leadership styles towards increasing learners' academic performances within schools, Bush (2013) and stated that these occurred to be key components in the attainment of success. The studies argued that head teachers needed to

identify the most effective leadership style that suited their school setting and learners' goals positively impacting their academic performance. Lastly, (Mutua, 2016) Mutua and LUVUNO (2021) concurred that the head teacher can motivate teachers through guidance on teacher professional development programs, providing work benefits, praising and recognizing them in public, being available in the school and forming welfare programs for the teachers. While the aforementioned studies have been carried out in other parts of the country, a similar study has not been conducted in Makueni County underlining the importance of this study.

2.7 Theoretical Framework

This study was grounded on the systems theory proposed by (Bertalanffy, 1968) and furthered by (Ashby, 1964). According to (Bertalanffy, 1968), a system is a complex of interacting elements that are open to and interact with their environments. Each system is bound by space and time, influenced by its environment, defined by its structure and purpose, and expressed through its functioning. As noted by (Scott & Enu-Kwesi, 2021) the parts of a system are interrelated. When one part of the system is changed, other parts of the whole system may be affected. The study held that in a school setting, when the head teacher does not supervise timely curriculum coverage, set clear targets on internal and external examinations for both teachers and students, motivate teachers through team building, and use effective leadership styles; it is likely to influence low academic performance among students in public primary schools. Adaption and growth of a system depend on the degree of system engagement with the environment. Bertalanffy (1968) weakness of the system theory is that all variables have some equality in the extent and control of the environmental conditions. Hence, dealing with so many variables may not be possible. Despite its drawbacks, the theory was useful in this study because it enabled the assessment of the relation between learner's academic performance and head teacher management practices carried out by school head teachers in Makueni County.

2.8 Conceptual Framework

The conceptual framework in this study shows the interrelationship between the study's independent variables and the dependent variable as in Figure 2.1 below.

Independent Variables

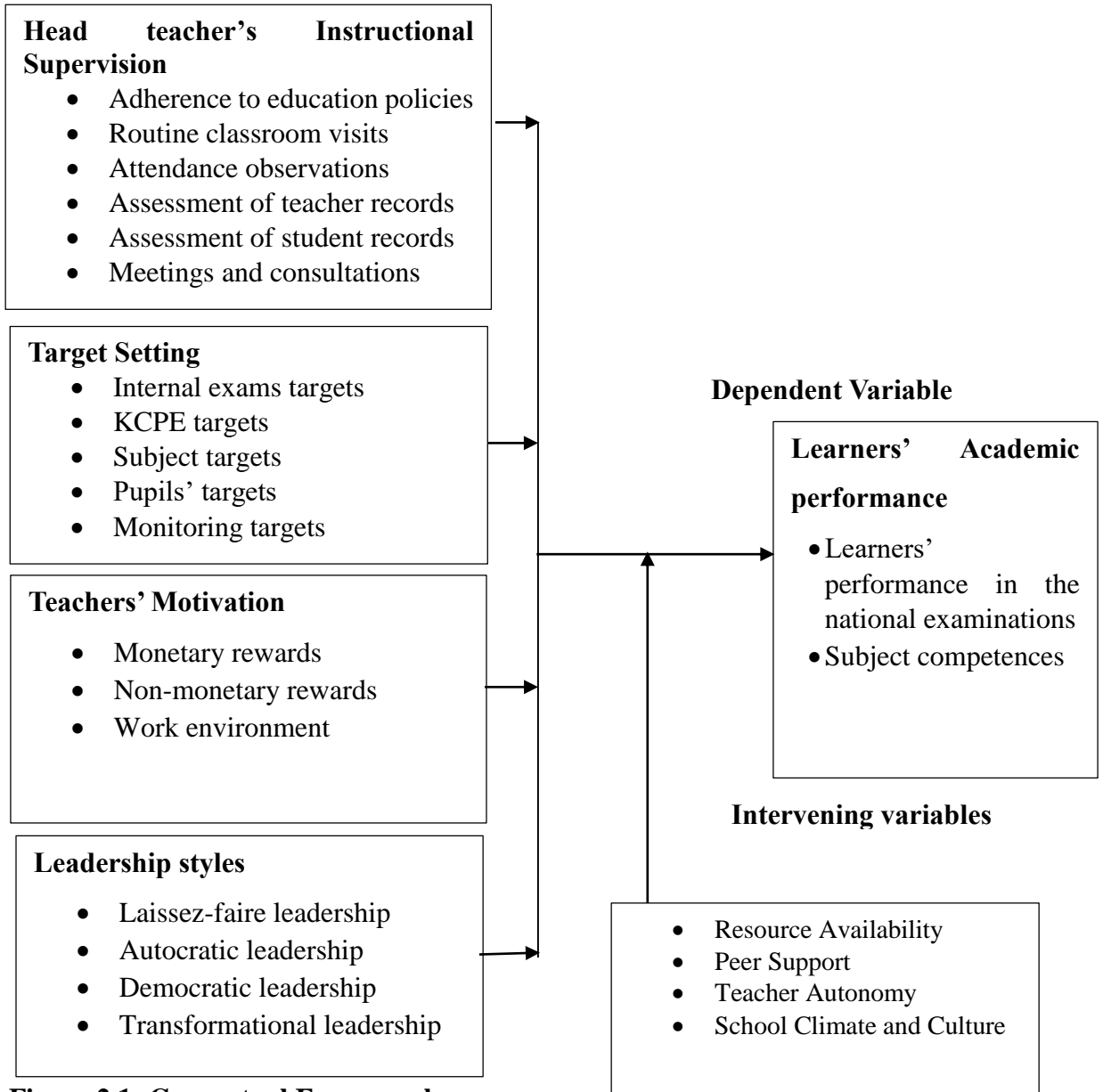


Figure 2.1: Conceptual Framework

Source: Researcher (2022)

The dependent variable in this study was students' academic performance in core subjects and national examinations; the independent variable was changes in students' performance

as a result of target-setting, motivation from teachers, and different leadership styles. The methods used to measure the independent variable for instructional supervision by head teachers included reviewing students' and teachers' records, holding meetings and consultative sessions, regularly visiting classrooms, and observing students and teachers and their compliance with educational policies.

Target setting is also an important independent variable that was measured. The study used five key metrics to assess the impact of target setting; these metrics were internal exam targets, KCPE targets, KCPE targets, subject targets, and monitoring targets. Additionally, the level of teachers' motivation was examined to determine its effects on how well learners performed in different subjects as well as the national examination. The study found that monetary rewards, non-monetary rewards, and improving the work environment were considered to play instrumental role in increasing the teachers' morale.

Lastly, leadership styles employed by head teachers were found as a determinant of learners' academic performance in this study. The study assessed four leadership styles that were found evident in different schools as noted in the literature review. These styles were laissez-faire, autocratic, democratic, and transformational leadership styles.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

In this chapter, the study presents a descriptive research design, the target population, the sampling techniques and sample size, the research instruments, the validity and the reliability of the selected instruments, the data collection process, data analysis techniques and ethical considerations.

3.2 Research Design

This study used a descriptive survey design Gall, Gall, & Borg (2007) noted that descriptive survey design provides an adequate explanation of a particular phenomenon and its underpinning characteristics. The researcher used this design because it enabled them to answer the phenomenon of how head teachers' management practices affect learners' academic performance in Makueni County (Harrison, Reilly, & Creswell, 2020). The researcher also selected the descriptive survey design because the study gathered responses from a large population.

3.3 Target Population

Table 3.1 Target population

| Education Zone | Head teachers | Head teachers sampled | Teachers | Quality assurance officers |
|-----------------------|----------------------|------------------------------|-----------------|-----------------------------------|
| Makueni | 100 | 10 | 800 | 1 |
| Mbooni East | 108 | 11 | 1080 | 1 |
| Mbooni West | 97 | 10 | 679 | 1 |
| Makindu | 65 | 7 | 520 | 1 |
| Mukaa | 86 | 9 | 602 | 1 |
| Nzau | 108 | 11 | 1080 | 1 |
| Kathonzweni | 95 | 10 | 760 | 1 |
| Kilungu | 55 | 6 | 385 | 1 |
| Sub Total | 714 | 74 | 5906 | 8 |

Source: Makueni Education Office (2021).

The study's target population consisted of all the 714 public primary schools, 714 head teachers, 5906 classroom teachers, and 8 Quality Assurance and Standards Officers (QASOs) in Makueni County totalling 6628 as shown in Table 3.1.

3.4 Sampling Techniques and Sample Size

The researcher stratified the target schools according to sub-counties. Makueni County has 9 educational sub-counties with a total of 875 public primary schools. This study was done within 8 sub-counties since 1 sub-county (Kibwezi which has 161 public schools) was selected for the pilot study. The researcher drew the sample size from the remaining 714 public primary schools distributed in the remaining 8 sub-counties. According to (Mugenda & Mugenda, 2003) 10% is considered adequate for a survey. To ensure an equal proportion of representation, the researcher selected 10 per cent of schools in each sub-county. Therefore, a total of 74 schools were sampled. A census of all the head teachers in the 74 schools and the seven quality assurance officers participated in the study. To select teachers, the researcher used the Yamane (1973) formula.

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

Here,

n represents the sample size

N represents the population size

e represents a confidence level of 95 %

For this study, the population size for teachers was 5906.

$$n = \frac{5906}{1 + 5906(0.05)^2}$$

n = 375 teachers

Where 375 was considered as a constant. Through proportionate sampling, the researcher determined the number of teachers to select for each sub-county using the formula:

$$n = \frac{X}{5906} \times 375$$

The number of selected teachers from each sub-county is shown in Table 3.2. The study then drew the sample teachers from 10% of the schools in each sub-county using simple

random sampling. Therefore, the sample size for the study consisted of 74 head teachers, 428 teachers, 7 quality assurance and standards officers totalling 509 respondents.

Table 3.2 Sample size

| Education Sub- County | Public Primary Schools per sub county (X) | Teachers per school (n) |
|-----------------------|---|-------------------------|
| Makueni | 100 | 6 |
| Mbooni East | 108 | 7 |
| Mbooni West | 97 | 6 |
| Makindu | 65 | 4 |
| Mukaa | 86 | 5 |
| Nzaui | 108 | 7 |
| Kathonzweni | 95 | 6 |
| Kilungu | 55 | 4 |
| Total | 714 | 428 |

Source: Makueni Education Office (2019).

3.5 Data Collection

During the data collection process, a range of instruments were utilized to generate results that were convincing, repeatable, and sufficient when contrasted to the study's singular approach. Using questionnaires and interview guides, complementary qualitative and quantitative data were gathered. Quantitative data provided the respondents' tallies on the study themes, which was helpful in determining the current state head teachers' management practices on learners' academic performance. The following sections provide an overview of the several data gathering instruments used in this study.

3.5.1 Questionnaires

Quantitative information was gathered via a personal questionnaire with closed-ended questions. The open-ended questions intended for concentrated group conversations were employed to collect qualitative data. In addition to the study data, the respondents' socio-demographic details were also collected through the questionnaires. The socio-demographic data collected included information on the age, gender, education level, work experience.

A total of 509 head teachers who answered to the individual questionnaires. The main objective of the survey was to gather insights, viewpoints, and thoughts regarding the impact of management practices on students' academic achievement in public primary schools from the participants. The questionnaire was appropriate for the following reasons: it could quickly get in touch with a large number of respondents. Its ability to assure respondents of their privacy, give them enough time to consider the items, and be an objective process free from personal prejudice (unlike an interview) (Owens, 2002).

Further, the questionnaires were used because they are effective tools when collecting primary data, save time, and enhance objectivity (Gall, Borg, & Gall, 1996). The teachers' questionnaires consisted of six sections A to F. Section A collected general information from the teachers. Sections B to E collected data on each of the study's research objectives. Section F collected data on the dependent variable, that is, the learners' academic performance. For the head teachers' questionnaires, there were five sections where Section A sought general information and Section B to E gathered information on self-assessment of the head teacher's practices.

3.5.2 Key Informant Interviews

Seven (7) quality assurance officers, who are directly involved in preserving the quality of education by guaranteeing sound institutional management procedures, were the primary informants. The number of key informants is set at one per sub-county; hence a purposive sampling was used. The female educators provided specifics about the state of school administration procedures at the moment.

3.6 Validity of Research Instruments

According to Kothari (2004), validity refers to the ability of a research tool to measure exactly what it is supposed to assess. The validation procedure in this study was extensive and began with the determination of content validity. This was accomplished by using the advice of Treece & Treece Jr (1977) who recommend that piloting with roughly 10% of the sample size is adequate for such reasons, and testing the research instruments in a set of seven schools that were excluded from the main sample. By taking this step, it was made

sure that the instruments covered the entire desired research topic and captured the required depth and breadth.

The study concentrated on making sure that respondents teachers, head teachers, and Quality Assurance and Standards Officers (QASOs) correctly understood and interpreted the questions as intended, which is a crucial component of content validity, in order to further support the validity of the instruments. Additionally, by enlisting the assistance of specialists from the Department of Educational Administration and Planning, the study attempted to establish face validity, which entails evaluating whether the instrument appears beneficial in terms of its stated goals. These specialists offered insightful criticism, which was used to improve the interview and questionnaire questions and bring them closer to the goals of the study. The comments from a variety of educators throughout the pilot phase proved to be quite helpful in refining the questionnaire items, making sure they were fully customized to measure the intended constructs accurately.

3.7 Reliability of Research Instruments

In the pilot study, which was carried out in seven schools in the Kibwezi sub-county, the researcher used Cronbach's Alpha method to determine the reliability of the research instruments. For this study, thirty-five teachers and seven head teachers received draft questionnaires. The Quality Assurance Officer (QASO) also received an interview guide, and after four days, the responses were gathered. Reliability analysis was performed on the data collected in this initial phase, and results showed scores of 0.7 or higher. This finding is noteworthy because established a standard for instrument dependability of 0.7. It's significant to remember that the schools, instructors, head teachers, and QASO of Kibwezi Sub County who took part in this pilot phase were not included in the ensuing main study. This methodology guarantees the autonomy and integrity of the primary study findings.

The study examined the impact of head teachers' management styles on students' academic achievements in Makueni County, Kenya, thoroughly created and evaluated its interview schedule. To make sure the instrument was both understandable and contextually relevant, this procedure includes early pilot testing with a variety of educational stakeholders,

including head teachers, classroom teachers, and quality assurance officers. The study used inter-rater reliability, wherein responses were coded by numerous researchers, to preserve interpretive consistency. The interview procedure was meticulously customized to fit the distinct cultural and linguistic context of Makueni County, while also being standardized to provide a uniform experience for all participants. Member checking increased the study's legitimacy by allowing participants to confirm how their answers were interpreted, enhancing the results' dependability and instructional value.

3.8 Data Collection Procedures

Before the main data collection, the researcher got an introduction letter from the Board of Post Graduate Studies (BPS), South Eastern Kenya University (SEKU). The researcher then obtained a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). Consent to collect data from schools was obtained from the County Director of Education (CDE) in Makueni County and the County Commissioner respectively. The researcher then administered the questionnaires to the teachers and head teachers with the assistance of research assistants. The researcher then booked appointments with the quality assurance officers on when to conduct their interviews. Telephone contacts were made to some participants to re-confirm their availability for the personal administration of the questionnaires and the face-to-face interviews. The researcher conducted interviews based on open-ended with the quality assurance officers.

3.9 Data Analysis Procedures

Both quantitative and qualitative data were generated by the study through the research instruments. (Kombo & Tromp, 2006) stated that data analysis generates order and the desired meaning from the collected information. Quantitative data was coded and entered into the Statistical Package for Social Sciences (SPSS) for analysis. Descriptive statistics which involved the use of percentages and frequencies was adopted when analysing quantitative data. The data was then represented in bar graphs, pie charts, and tables. The researcher also used Chi-square tests to test the study's hypotheses against a value of $p=0.05$ (95% confidence level).

Qualitative data was analysed through thematic analysis where the interview notes were grouped in line with the study objectives. Content analysis ensures that the researcher can identify themes or concepts. Lastly, the researcher also used triangulation to converge information from different sources (teachers, head teachers and QASOs) to understand the phenomena. Triangulation was done taking to consideration the study's objectives. The findings became the basis upon which conclusions and recommendations were developed.

3.10 Ethical Considerations

Ethical rules were closely adhered to in this study on the management strategies used by head teachers in Makueni County public primary schools and their effect on student's academic achievement. To ensure voluntary involvement, informed consent was acquired from all participants, including head teachers, teachers, and Quality Assurance and Standards Officers. The study stressed the value of participant knowledge, privacy, and the freedom to leave at any time without repercussions. The application of data anonymization served to safeguard both individual and institutional identities, thereby strengthening the dedication to participant privacy and data security. By following the ethical guidelines for the study, the researcher guaranteed academic integrity by correctly citing and acknowledging all used material. It was firmly promised that the information gathered would only be used for academic and research reasons, to improve educational understanding while preventing any misuse. The ethical guidelines demonstrated a commitment to upholding the highest standards of research ethics and protecting intellectual property.

CHAPTER FOUR

4.0 RESULTS

4.1 Introduction

This chapter presents the findings of the study carried out to assess the influence of head teachers' management practices on learners' academic performance in public primary schools in Makueni County, Kenya. The analysis was aimed at establishing how the head teacher's instructional supervision, target setting, leadership styles and teacher motivation influence learners' academic performance in public primary schools in Makueni County, Kenya.

4.1.1 Response Rate

The researcher took a proactive approach to distributing the questionnaires and was able to distribute 428 questionnaires, 74 for the teachers and the 8 head teachers respectively. All the questionnaires were properly filled out, representing a 100% response rate. These questionnaires from the head teachers and teachers in Makueni County formed the basis of the descriptive results presented in the form of figures and tables in this chapter. Further, the eight interviews with the quality assurance officers were conducted successfully. The information obtained from the interviews was presented in narrative form under the issue under which they fit. The study's response rate was termed excellent for analysing and disseminating the findings of the study. (Hendra & Hill, 2019) have argued that at 100 per cent rates of the findings obtained are more representative. However, in line with voluntary participation, there were non-responses by respondents to some questions.

4.2 General information

The study began by analysing the general data of the teachers and head teachers, which was categorized under the categories of gender, highest level of education, age, and duration of time the respondents had worked in Makueni County and in the surveyed schools.

4.2.1 Respondent's Gender

The study analysed respondents' gender who responded to the questionnaires. The findings drawn from the responses are represented in Figure 4.1 for teachers and Figure 4.2 for head teachers.

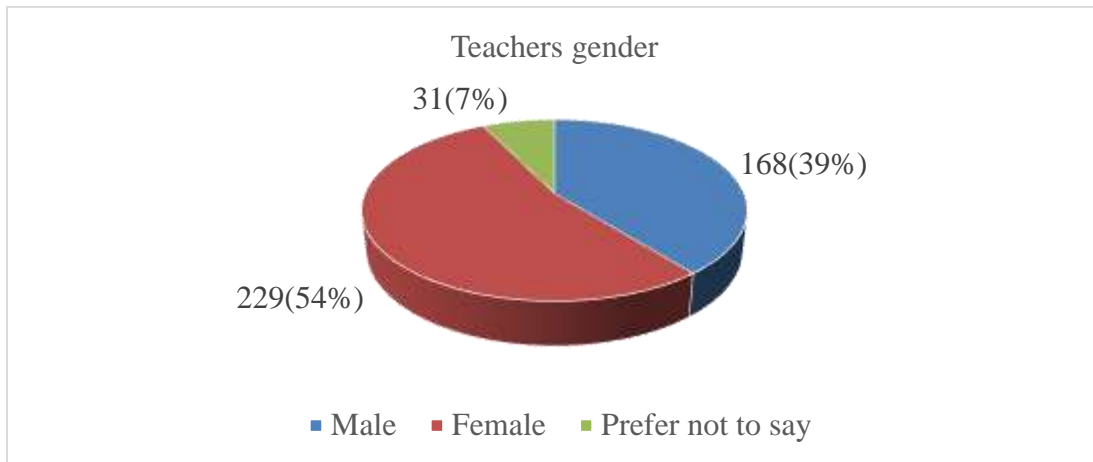


Figure 4.1: Analysis of Respondent's Gender -Teachers

Source: Field Data (2023)

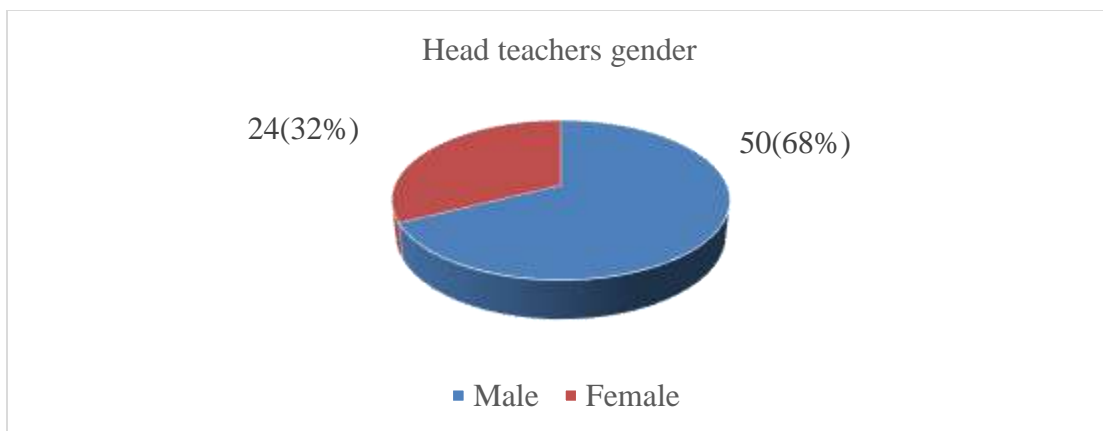


Figure 4.2: Respondent's Gender –Head teachers

Source: Field Data (2023)

Figure 4.1 indicated that 54% of the respondents were male while 39% of the teachers were female while Figure 4.2 showed that 68% of the head teachers were male and 32% were female. Seven per cent of the teachers did not indicate their gender. The findings illustrate

a fair representation of both genders in this study and their articulation of issues related to head teachers' management practices in schools. It was noteworthy that while male head teachers were the majority, the researcher noted that the ratio complies with the one-third gender rule as stipulated by the Constitution of Kenya (2010).

4.2.2 Head teachers' age brackets

The study sought the head teachers' age brackets and the findings are in Table 4.1.

Table 4.1: Head teacher's age distribution

| Age bracket | Frequency | Per cent |
|----------------|-----------|----------|
| Below 35 years | 6 | 8.2 |
| 35-44 years | 15 | 16.4 |
| 45-54 years | 34 | 46.6 |
| Over 54 years | 19 | 28.8 |
| Total | 74 | 100 |

Source: Field Data (2023)

The findings showed that the head teachers fell under various age groups, as demonstrated in Table 4.1. The results indicated that 46.6% of the head teachers were between the ages of 45 and 54 years; participants aged over 54 years were 28.8%; those between 35 and 44 years were 16.4%; and those aged below 35 years were 8.2%. The results show that the majority of the head teachers were aged over 35, which reflects the hiring practices of the Teachers Service Commission for head teachers. The results imply that the head teachers were thus diverse in terms of experience and their leadership styles which influenced issues such as teachers' rewards and consequently academic performance in their schools.

4.2.3 Highest academic qualifications

The study sought to analyse the head teachers' highest level of academic qualification.

Table 4.2: Academic qualification of the head teachers

| Category | Frequency | Per cent |
|-----------------------|------------------|-----------------|
| Doctorate or PhD | 3 | 4.1 |
| Masters' Degree | 12 | 16.2 |
| Bachelors' Degree | 26 | 35.1 |
| Post Graduate Diploma | 16 | 21.6 |
| P1 | 17 | 23 |
| Total | 74 | 100 |

Source: Field Data (2023)

The results presented in Table 4.2 show that 35% of the respondents had obtained a bachelor's degree being termed as the highest level of academic qualification, and 23% of the head teachers had P1 certificates. Another, 21.6% of the head teachers had postgraduate diplomas, 16.2% had master's degrees, and some 4.1% had doctorates. The study thus had a representative sample of head teachers with various educational backgrounds which had enhanced not only their teaching skills but also leadership skills. However, the researcher noted that only 20.3% of the head teachers had attained advanced degrees in the form of master's and doctorate degrees, where advanced education management and administration issues are covered.

4.2.4 Work experience

The study also sought information on how long respondents had worked in Makueni County and in their current schools. The results regarding work experience within Makueni County are illustrated in Table 4.3 and Table 4.4 for teachers and head teachers respectively.

Table 4.3: Teachers work experience in Makueni County

| Work experience | Frequency | Per cent |
|-----------------|-----------|----------|
| 0-5 years | 176 | 39.4 |
| 6-10 Years | 116 | 27.9 |
| 11-15 Years | 50 | 12 |
| 16-20 years | 21 | 5 |
| Over 20 years | 65 | 15.6 |
| Total | 428 | 100 |

Source: Field Data (2023)

The findings in Table 4.3 indicate that 39.4% of the teachers had worked in Makueni County for at most five years; 27.9% had worked for between six and ten years; 15.6% had worked for over 20 years; 12% had a working tenure between 11 and 15 years; and 5% a working tenure between 16 and 20 years. The results imply that the teachers surveyed were well-versed in issues of head teacher management practices and academic performance in primary schools in Makueni County.

Table 4.4: Head teacher's Work Experience in Makueni County

| Work experience | Frequency | Per cent |
|-----------------|-----------|----------|
| 0-5 years | 25 | 34.3 |
| 6-10 Years | 23 | 31.5 |
| 11-15 Years | 13 | 17.8 |
| 16-20 years | 7 | 9.6 |
| Over 20 years | 6 | 6.8 |
| Total | 74 | 100 |

Source: Field Data (2023)

The results captured in Table 4.4 indicate that 34.3% of the head teachers had worked in Makueni County for at most five years; 31.5% had worked for between six and ten years; 17.8% had worked for between 11 and 15 years; 9.6% had worked for between 16 and 20 years; and 6.8% had worked for over 20 years in Makueni County. The results imply that

the majority of the head teachers had spent at least five years in Makueni County and thus were suitable respondents on matters relating to academic performance in Makueni County. The results regarding work experience in current schools are illustrated in Table 4.5 for teachers and Table 4.6 for head teachers.

Table 4.5: Teachers work experience in current schools

| Work experience | Frequency | Per cent |
|------------------------|------------------|-----------------|
| 0-5 years | 234 | 56 |
| 6-10 Years | 123 | 29.4 |
| 11-15 Years | 30 | 7.2 |
| 16-20 years | 15 | 3.6 |
| Over 20 years | 16 | 3.8 |
| Total | 428 | 100 |

Source: Field Data (2023)

The results in Table 4.5 indicate that 56% of the teachers possess a working experience of up to five years; 29.4% had worked for between six to ten years; 7.2% had a working experience of between 11 and 15 years; 3.6% had worked for between 16 and 20 years; and 3.8% had worked for over 20 years. The results show that the majority of teachers had spent at most five years in the current schools. However, read together with the results in Table 4.3, the research inferred that the majority of teachers were still working within primary schools in Makueni County and were still suitable respondents for the issues under study. Table 4.6 shows results for head teachers' work experience.

Table 4.6: Head teacher's work experience in current schools

| Work experience | Frequency | Per cent |
|------------------------|------------------|-----------------|
| 0-5 years | 41 | 52.9 |
| 6-10 Years | 13 | 18.6 |
| 11-15 Years | 9 | 12.9 |
| 16-20 years | 7 | 10 |
| Over 20 years | 4 | 5.6 |
| Total | 74 | 100 |

Source: Field Data (2023)

The results in Table 4.6 indicate that 52.9% of the head teachers had worked in current schools for at most five years; 18.6% had worked for between six and ten years; 12.9% had worked for between 11 and 15; 10% had a working experience of between 16 and 20 years; and 5.6% had worked for over 20 years in the current schools. Based on the percentages given, it suggests that a significant portion of the head teachers in the study had relatively short tenures in Makueni County. However, read together with the findings in Table 4.3, the research inferred that the majority of teachers were still working within primary schools in Makueni County and were still suitable respondents for the issues under study.

4.3 Learners' Academic Performance

The study's dependent variable was the learners' academic performance. To get an insight, the study sought information from teachers on the academic performance of primary schools in Makueni County. The study ought to understand the patterns of performance in the national examinations. A question was posed on the number of learners who were called to join national schools from the surveyed schools in the past two years. Table 4.7 presents the results.

Table 4.7: Average number of pupils who join national schools from

| No. of pupils | Frequency | Per cent |
|----------------------|------------------|-----------------|
| 1- 10 | 320 | 77.1 |
| 11-20 | 46 | 11.1 |
| 21-30 | 27 | 6.5 |
| 31-40 | 13 | 3.1 |
| 41-50 | 8 | 1.9 |
| Over 50 | 1 | 0.2 |
| Total | 415 | 100 |

Source: Field Data (2023)

The results in Table 4.7 depict that 77.1 of the teachers indicated that their schools had taken one to ten pupils to national schools in the past two years; 11.1% of the schools had taken between 11 and 20 pupils; 6.5% had taken between 21 and 30 pupils; 3.1% of the schools had taken between 31 and 40 pupils; 1.9% had taken between 41 and 50 pupils; and a paltry 0.2% had taken over 50 pupils to national schools.

The study then used the 5-point Likert scale with academic performance indicators, where Strongly Disagree was rated 1; Disagree as 2; Uncertain as 3; Agree as 4; and Strongly Agree as 5. To interpret the results, percentages were used. Further, the study used mean scores, where mean scores below 2.5 implied negation of the indicator, while mean scores above 2.5 were taken to imply affirmation of the indicator. The standard deviation showed how the responses were distributed. Table 4.8 shows the results.

Table 4.8: Teacher’s responses on learners’ academic performance

| Learners’ academic performance | 1 | 2 | 3 | 4 | 5 | M | S.D. |
|--|----------|----------|----------|----------|----------|----------|-------------|
| Pupils perform well in class work | 1% | 3% | 22% | 61% | 13% | 3.8 | 0.749 |
| Pupils perform well in their homework | 1% | 7% | 24% | 55% | 13% | 3.7 | 0.824 |
| Learners surpass their academic goals termly | 2% | 10% | 34% | 48% | 6% | 3.47 | 0.824 |
| Learners exhibit excellent internal | 1% | 11% | 26% | 51% | 11% | 3.59 | 0.875 |
| The pupils in the school perform well in mathematics | 3% | 18% | 32% | 40% | 7% | 3.32 | 0.939 |
| The pupils in the school perform well in languages | 2% | 12% | 31% | 46% | 9% | 3.48 | 0.890 |
| The pupils in the school perform well in sciences | 1% | 6% | 29% | 54% | 10% | 3.65 | 0.796 |
| The pupils in the school perform well in social studies | 1% | 5% | 30% | 52% | 12% | 3.68 | 0.799 |
| The pupils in the school perform well in religious education | 1% | 5% | 21% | 59% | 14% | 3.80 | 0.792 |
| The pupils in the school perform well in the county | 2% | 13% | 32% | 46% | 7% | 3.43 | 0.875 |
| The school surpasses the average mean score in the national examinations | 3% | 14% | 26% | 46% | 11% | 3.48 | 0.955 |
| The school records high completion rates | 2% | 11% | 22% | 48% | 17% | 3.68 | 0.933 |
| The school records recommendable transition to secondary school | 1% | 4% | 14% | 55% | 26% | 3.99 | 0.824 |

Source: Field Data (2023)

The results in Table 4.8 indicate that regarding whether pupils perform well in class work, 61% of the teachers agreed, 22% were uncertain, 13% strongly agreed, 3% disagreed and 1% strongly disagreed. A mean score of 3.8 was posted on this statement. On whether pupils perform well in their homework, 55% of the teachers agreed, 24% were uncertain; 13% strongly agreed, 7% disagreed and 1% strongly disagreed. A mean of 3.7 was recorded on this item. In relation to learners surpassing their academic goals termly, 48% of the teachers agreed, 34% were uncertain; 10% disagreed, 6% strongly agreed and 1% strongly disagreed. A mean of 3.47 was recorded. In terms of whether learners exhibit excellent

internal examination results, 51% of the teachers agreed, 26% were uncertain; 11% strongly agreed, another 11% disagreed and 1% strongly disagreed. This indicator posted a mean of 3.59.

In terms of specific subjects, the breakdown of opinions among teachers regarding the performance of pupils in mathematics indicates that 40% agree and 7% strongly agree that the students perform well in this subject. Conversely, 18% of the teachers disagree, and 3% strongly disagree. A section of teachers (32%) were uncertain about the pupils' performance in mathematics. This item recorded a mean of 3.32. Similarly, regarding the performance of pupils in languages, 46% of the teachers agree, and 9% strongly agree that the learners perform well. However, 12% of the teachers disagree, and 2% strongly disagree. Some teachers (31%) were uncertain about the pupils' performance in languages. A mean of 3.48 was recorded. When it comes to sciences, the majority of teachers (54%) agree that the pupils in the school perform well. Additionally, 10% of the teachers strongly agree. On the other hand, 6% of the teachers disagree, and 1% strongly disagree. A segment of teachers (29%) was uncertain about the student's performance in sciences. This item posted a mean score of 3.65. In social studies, the majority of teachers (52%) agree, and 12% strongly agree that the pupils in the school perform well. Conversely, 5% of the teachers disagree, and 1% strongly disagree. A section of teachers (30%) was uncertain about the students' performance in social studies. A mean score of 3.68 was recorded on social studies performance. Regarding religious education, a majority of teachers (59%) agree, and 14% strongly agree that the pupils in the school perform well. Conversely, 5% of the teachers disagree, and 1% strongly disagree. However, some 21% of teachers were uncertain about the students' performance in religious education. A mean of 3.80 was posted on this item. In consideration of the overall performance of the pupils in the county, 46% of the teachers agree, and 7% strongly agree that the students perform well. Conversely, 13% of the teachers disagree, and 2% strongly disagree. 32% of the teachers were uncertain about the students' performance in the county. A mean of 3.43 was posted on this item. In terms of whether the school surpasses the average mean scores in national examinations, 46% of the teachers agree, and 11% strongly agree. Conversely, 14% of the teachers disagree, and

3% strongly disagree. 26% of teachers were uncertain about whether the school exceeded the average mean score. This item recorded a mean of 3.48.

On whether schools record high completion rates, 48% of the teachers agreed, and 17% strongly agreed. Conversely, 11% of the teachers disagreed, and 2% strongly disagreed. 22% of teachers were uncertain about the schools' completion rates. A mean of 3.68 was posted on this item. Lastly, in terms of the school's ability to facilitate a recommendable transition to secondary school, 55% of the teachers agreed, and 26% strongly agreed. Conversely, 4% of the teachers disagreed, and 1% strongly disagreed. 14% of teachers were uncertain about the school's ability to ensure a smooth transition to secondary education. This item recorded a mean score of 3.99 which was considered the highest mean score.

The study then asked teachers to rate overall learners' academic performance in the surveyed school. The results are represented in Figure 4.3.

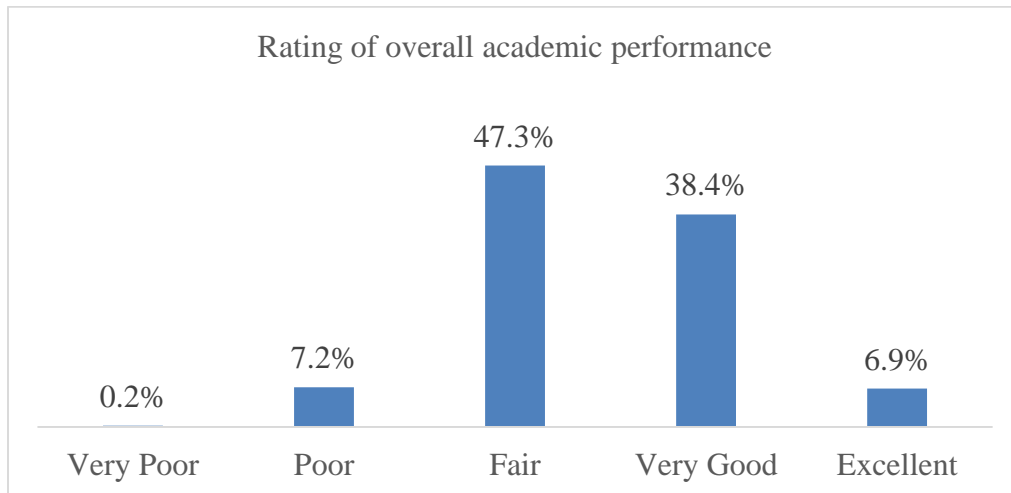


Figure 4.3: Rating of overall academic performance

Source: Field Data (2023)

The results in Figure 4.3 present that 47.3% rated overall academic performance as fair; 38.4% rated it as very good; 7.2% rated it as poor; 6.9% rated it as excellent and 0.2% rated it as very poor. A mean score of 3.45 and 0.738 as the standard deviation were posted regarding overall academic performance. From the interviews, some of the sub-county

quality assurance officers indicated that the performance has been improving in the schools under their jurisdiction, while others noted that there was a notable downward trend.

4.4 Influence of Instruction Supervision on Learners' Academic Performance

The first specific objective sought to determine the influence of head teacher's instructional supervision on learners' academic performance in public primary schools in Makeni County, Kenya.

4.4.1 Nature of head teachers' instruction supervision practices

The study used a 5-point Likert scale where 1 means strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree with statements aimed at getting insight on instruction supervision by head teachers from teachers. The results of instruction supervision from the teachers are shown in Table 4.9.

Table 4.9: Teachers Responses on Instruction Supervision Practices

| Instructional Supervision | 1 | 2 | 3 | 4 | 5 | M | S.D. |
|--|----------|----------|----------|----------|----------|----------|-------------|
| The head teacher explains the role of instructional supervision to teachers | 2% | 3% | 20% | 45% | 30% | 3.97 | 0.896 |
| The head teacher discusses the method of supervision | 2% | 5% | 19% | 50% | 24% | 3.87 | 0.901 |
| The head teacher discusses and agrees with teachers on the supervision timelines | 1% | 4% | 20% | 47% | 28% | 3.96 | 0.879 |
| The head teacher ensures that teachers are present in the school | 0% | 1% | 8% | 37% | 54% | 4.43 | 0.711 |
| The head teacher oversees teachers' punctuality in their classes | 0% | 2% | 9% | 38% | 51% | 4.38 | 0.734 |
| The head teacher supervises and oversees teachers' use of effective instructional methods that meet educational policies | 0% | 2% | 15% | 47% | 36% | 4.17 | 0.745 |
| The head teacher frequently assesses teachers' lesson plans | 1% | 4% | 17% | 43% | 35% | 4.07 | 0.876 |
| The head teacher supervises teacher-learner interactions during classroom observations | 1% | 4% | 15% | 54% | 26% | 3.99 | 0.831 |
| The head teacher interacts with the teacher during the observation | 2% | 5% | 14% | 53% | 26% | 3.97 | 0.874 |
| The head teacher conducts regular staff meetings to discuss teaching issues | 1% | 1% | 9% | 39% | 50% | 4.35 | 0.783 |
| The head teacher consults the learners as part of the teachers' supervision | 5% | 6% | 21% | 47% | 21% | 3.73 | 1.008 |
| The head teacher discusses the supervision report with the teachers | 2% | 3% | 18% | 46% | 31% | 4 | 0.91 |
| The head teacher uses their position to enhance teachers' skills and provide suggestions on how they can improve | 2% | 4% | 16% | 46% | 32% | 4.02 | 0.901 |
| The supervision is time-consuming | 15% | 19% | 18% | 32% | 16% | 3.15 | 1.319 |
| Teachers get training opportunities due to supervision | 7% | 10% | 20% | 41% | 22% | 3.61 | 1.128 |

Source: Field Data (2023)

The results in Table 4.9 represent that regarding whether the head teacher explains the role of instructional supervision to teachers, 45% of teachers agreed and 30% strongly agreed, while 20% were uncertain about this aspect. Conversely, 3% disagreed, and 2% strongly disagreed. A mean of 3.97 was noted on this item. Regarding the discussion on the method of supervision with teachers, 50 % of teachers agreed and 24 % strongly agreed. In contrast, 5 % disagreed, and 2 % strongly disagreed while 19 % of the teachers were uncertain about this aspect. This item recorded a mean of 3.87. On whether the head teacher discusses and agrees with teachers on the timing of the supervision, 47% of teachers agreed and 28% strongly agreed. On the other hand, 4% disagreed, and 1% strongly disagreed while 20% of the teachers were uncertain about this aspect. This practice posted a mean of 3.96.

The results also show whether the head teachers ensure that teachers are present in school, 54% of the teacher respondents strongly agreed and 37% agreed. In contrast, 1% disagreed, while 8% of the surveyed teachers expressed uncertainty about this issue. A mean of 4.43 was recorded. In relation to the head teachers overseeing that teachers are punctual to their classes, 51% of the teacher respondents strongly agreed and 38% agreed. In contrast, 2% disagreed, while 9% of the surveyed teachers expressed uncertainty about this issue. A mean of 4.38 was recorded on this it appertaining to the head teachers supervising and overseeing teachers' use of effective instructional methods that meet educational policies, 47% of teachers agreed and 36% strongly agreed. In contrast, 2% disagreed, while 15% of the teachers were uncertain about this aspect. A mean score of 4.17.

Regarding the head teacher frequently assessing teachers' lesson plans, 43% of teachers agreed, and 35% strongly agreed. In contrast, 4% disagreed and 1% strongly disagreed, while 8% of the surveyed teachers expressed uncertainty about this issue. A mean score of 4.07. With regard to whether the head teachers supervise teacher-learner interactions during classroom observations, 54% of the teachers agreed, and 26% strongly agreed. In contrast, 4% disagreed and 1% strongly disagreed, while 15% of the surveyed teachers expressed uncertainty about this issue. This item recorded a mean of 3.99.

Concerning whether the head teachers also interacted with the teacher during the observation, 53% of the teachers agreed, and 26% strongly agreed. In contrast, 5% disagreed and 2% strongly disagreed, while 14% of the surveyed teachers expressed uncertainty about this issue. A mean of 3.97 was posted on the item. Regarding the head teachers conducting regular staff meetings to discuss teaching issues, 50% of teachers strongly agreed, and 39% agreed. A small percentage disagreed (1%) or strongly disagreed (1%) while 9% expressed uncertainty with this aspect. A relatively high mean of 4.35 was recorded. The head teachers consult the learners as part of teachers' supervision, 47% of teachers agreed, and 21% strongly agreed. Some 21% of the teachers indicated they were uncertain while 6% disagreed and 5% strongly disagreed with this aspect. A mean of 3.73 was recorded. On whether the head teachers discuss the supervision report with the teachers, 46% of teachers agreed, and 31% strongly agreed. Some 18% of the teachers indicated they were uncertain while 3% disagreed and 2% strongly disagreed with this aspect. This practice posted a mean score of 4. The head teacher uses their positions to enhance teachers' skills and provide suggestions on how they can improve as indicated by a mean of 4.02. With regard to whether the supervision is time-consuming, there were mixed reactions as evidenced by 32% of teachers who agreed, 19% who strongly disagreed, 18% who were uncertain, 16% who strongly agreed and 15% who strongly disagreed. This practice posted a mean score of 3.15 and a relatively higher standard deviation of 1.319. With regard to whether teachers get training opportunities due to supervision, 41% of teachers agreed, and 22% strongly agreed. Some 20% of the teachers indicated they were uncertain while 10% disagreed and 7% strongly disagreed with this aspect attaining a 3.61 as its mean score.

The study also required the head teachers to rate the extent to which they undertook the instruction supervision activities. A 5-point Likert scale where 1 represented Not at all; 2 represented Very Little Extent; 3 represented Little Extent; Great Extent was represented by 4; and 5 represented Very Great Extent. The results are presented in the form of percentages and mean scores in Table 4.10.

Table 4.10: Head teacher's Responses on Instructional Supervision Activities on Academic Performance

| Instructional Supervision | 1 | 2 | 3 | 4 | 5 | M | S.D. |
|---|----------|----------|----------|----------|----------|----------|-------------|
| I explain the role of instructional supervision to teachers | 1% | 0% | 18% | 57% | 24% | 4.03 | 0.74 |
| I ensure that teachers are present and punctual in classroom attendance | 0% | 1% | 4% | 28% | 67% | 4.6 | 0.643 |
| I supervise and oversee teachers' use of effective instructional methods that meet educational policies | 0% | 3% | 23% | 49% | 26% | 4.18 | 0.709 |
| I frequently assess teachers' lesson plans and lesson notes | 0% | 0% | 16% | 53% | 30% | 4.14 | 0.673 |
| I conduct regular staff meetings to discuss teaching issues and supervision reports | 0% | 3% | 12% | 38% | 47% | 4.3 | 0.789 |
| I provide constructive feedback to teachers on their instructional practices | 0% | 1% | 11% | 61% | 27% | 4.14 | 0.648 |
| I recommend teachers for training opportunities after supervision | 0% | 8% | 53% | 38% | 8% | 4.3 | 0.617 |

Source: Field Data (2023)

The results in Table 4.10 indicate that 57% of the head teachers felt that they explained the role of instructional supervision to teachers to a great extent and 24% to a very great extent. In contrast, 18% of the head teachers felt that they explained to a small extent, while 1% indicated they did not explain at all. The item posted a mean of 4.03.

The results also show that 67% of the head teachers also ensure that teachers are present in schools to a very great extent and 28% to a great extent. On the other hand, 4% of the head teachers indicated they undertook this activity to a small extent and 1% to a very small extent. The activity had a mean of 4.6. The results indicate that a majority of head teachers

(69%) reported overseeing teachers' punctuality in their classes/lessons to a very great extent and 20% to a great extent. On the other hand, 11% felt they oversaw it to a small extent. The activity had a high mean of 4.58. Nearly half (49%) of head teachers reported overseeing teachers' use of effective instructional methods that meet educational policies to a great extent, while 26% felt they did so to a very great extent. In contrast, 23% reported overseeing the effective use of instructional materials to a small extent, and 3% felt that did it to a very small extent. The mean rating for this item was 4.18.

The results reveal that a majority of head teachers (53%) reported frequently assessing teachers' lesson plans to a great extent. Additionally, 30% felt they did so to a very great extent. In contrast, 16% of head teachers indicated assessing lesson plans to a small extent. The mean rating for this particular item was 4.14. The majority of head teachers (51%) reported interacting with the teacher during the observation to a great extent and 22% felt they did so to a very great extent. Furthermore, 20% of head teachers indicated interacting to a small extent, while 4% reported doing so to a very small extent. Only 3% indicated they did not interact. The mean rating for this item was 4.2. The results indicate that 47% of head teachers reported conducting regular staff meetings to discuss teaching issues to a great extent and 38% indicated they did so to a very great extent. On the other hand, 12% of head teachers indicated conducting such meetings to a small extent, while 3% reported doing so to a very small extent. The mean rating for this item was 4.3.

The majority of head teachers (54%) reported discussing the supervision report with the teachers to a great extent and 36% felt they did so to a very great extent. On the other hand, 5% of head teachers indicated discussing the supervision report to a small extent, while 3% reported doing so to a very small extent. The mean rating for this item was 4.22. The majority of head teachers (61%) reported providing constructive feedback to teachers on their instructional practices to a great extent. Additionally, 27% felt they did so to a very great extent. On the other hand, 11% of head teachers indicated providing feedback to a small extent, while only 1% reported doing so to a very small extent. The mean rating for this item was 4.14. Further, according to the findings, 53% of head teachers reported recommending teachers for training opportunities after supervision to a great extent.

Additionally, 38% felt they did so to a very great extent. On the other hand, 8% of head teachers indicated recommending teachers for training opportunities to a small extent, while 1% reported doing so to a very small extent. The mean rating for this item was 4.3. The study then asked teachers to rate overall instruction supervision in the surveyed schools. The results are represented in Figure 4.4. Generally, the feeling of the teachers was that there was a good agreement between instructional supervision and the learner's performance.

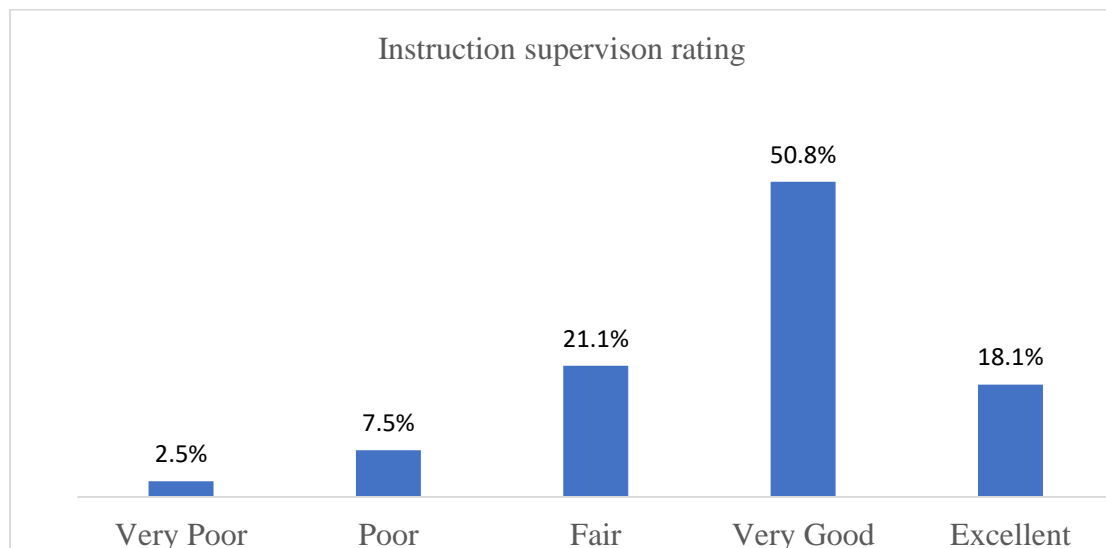


Figure 4.4: Rating by teachers of overall instruction supervision

Source: Field Data (2023)

The results indicate that 50.8% of the teachers rated overall instruction supervision as very good; 21.1% rated it as fair; 18.1% rated it as excellent; 7.5% rated it as poor; and 2.5% rated it as very poor. A mean score of 3.74 and a standard deviation of 0.925 were posted regarding overall instruction supervision.

In the interviews, the QASOs were asked to outline the key issues in the guidelines for teachers' supervision by head teachers where it emerged that issues such as class attendance, syllabus coverage, and Teacher Performance Appraisal and Development (TPAD) compliance as key features of the instruction supervision practices. The quality assurance officers indicated that the size of the school determines the instruction

supervision by head teachers. The QASOs raised concern about time allocated for instruction supervision noting that it was a key hindrance, especially in big schools.

4.4.2 Hypothesis Testing for Influence of Instruction Supervision on Learners' Academic Performance

The chi-square test was used to test the first hypothesis which stated: There is no statistically significant influence of head teacher's instructional supervision on learners' academic performance in public primary schools in Makueni County, Kenya. To conduct the Chi-square test, the overall rating for learners' academic performance and the overall instruction supervision ratings from the teachers' responses were used. The Chi-square test results are shown in Table 4.11.

Table 4.11: Chi-Square for instruction supervision and learners' academic performance

| | Value | df | Asymptotic Significance (2-sided) |
|------------------------------|---------------------|----|-----------------------------------|
| Pearson Chi-Square | 61.567 ^a | 16 | .000 |
| Likelihood Ratio | 52.626 | 16 | .000 |
| Linear-by-Linear Association | 12.975 | 1 | .000 |
| N of Valid Cases | 390 | | |

a. 13 cells (52.0%) have an expected count less than 5. The minimum expected count is .02.

The results in Table 4.11 represent a critical value of 61.567, and a p-value of 0.03 which is less than 0.05, showing that there is a statistically significant relationship between head teacher's instructional supervision and learners' academic performance in public primary schools in Makueni County, Kenya. Therefore, the null hypothesis was rejected and the alternative hypothesis which was there was a statistically significant influence of head teacher's instructional supervision on learners' academic performance in public primary schools in Makueni County, Kenya, was thus accepted. The Chi-Square test results imply that learners in primary schools where head teachers undertake instructional supervision

perform better than learners in primary schools where head teachers do not undertake instructional supervision.

4.5 Influence of target setting on learners' academic performance

The second specific objective of the study was to examine the influence of the head teacher's target setting on learners' academic performance in public primary schools in Makueni County, Kenya.

4.5.1 Nature of Head teachers' target setting practices

The study used a 5-point Likert scale where 1 means strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree with statements to seek the views of the teachers on target setting as undertaken by the head teachers in the schools.

Table 4.12: Teachers' responses on head teachers' target-setting activities

| Target setting activities | 1 | 2 | 3 | 4 | 5 | M | S.D. |
|--|----------|----------|----------|----------|----------|----------|-------------|
| The head teacher assists teachers to set internal examination targets | 4% | 4% | 14% | 43% | 35% | 4 | 1.014 |
| The head teacher assists teachers to set national examination targets | 2% | 3% | 11% | 43% | 41% | 4.17 | 0.9 |
| The head teacher engages teachers in analysing previous year KCPE results before setting the target for the year | 1% | 1% | 9% | 36% | 53% | 4.37 | 0.797 |
| The head teacher sets KCPE mean score targets with respective teachers | 2% | 1% | 8% | 43% | 46% | 4.29 | 0.842 |
| The head teacher engages pupils on KCPE targets | 1% | 1% | 11% | 49% | 38% | 4.22 | 0.753 |
| The head teacher engages parents on KCPE targets | 3% | 3% | 18% | 46% | 30% | 3.95 | 0.946 |
| The head teacher ensure that the targets set are SMART for each subject | 1% | 2% | 12% | 49% | 36% | 4.16 | 0.801 |
| The head teacher ensure that the targets set are SMART for top ten pupils | 5% | 6% | 15% | 46% | 28% | 3.86 | 1.036 |
| The head teacher talks about the target in school assemblies | 3% | 3% | 10% | 45% | 39% | 4.15 | 0.914 |
| The head teacher prepares target monitoring reports | 3% | 4% | 17% | 44% | 32% | 3.99 | 0.956 |
| The head teacher investigates target implementation challenges and strives to find solutions | 1% | 3% | 15% | 47% | 34% | 4.09 | 0.861 |
| The head teacher requires that teachers surpass their targets | 1% | 3% | 13% | 50% | 33% | 4.12 | 0.804 |
| The head teacher monitors teachers to ensure they consistently achieve the set targets | 1% | 2% | 12% | 48% | 37% | 4.17 | 0.804 |
| The head teacher calls teachers to the office to discuss why academic targets are not met | 2% | 3% | 15% | 45% | 35% | 4.08 | 0.878 |
| The all teachers achieve targets set by the school | 2% | 7% | 21% | 51% | 20% | 3.8 | 0.897 |

Source: Field Data (2023)

Drawing from the results in Table 4.12 on whether head teachers assist teachers in setting internal examination targets, 43% of teachers agreed and 35% strongly agreed, while 14% were uncertain about this aspect. On the other hand, 4% disagreed, and 4% strongly disagreed. This activity posted a mean of 4. In relation to whether the head teachers assist teachers in setting national examination targets, 43% of teachers agreed and 41% strongly agreed. In contrast, 3% disagreed, and 2% strongly disagreed while 11% of the teachers were uncertain about this aspect. This item recorded a mean of 4.17. The results further show that regarding whether head teachers engage teachers in analysing the previous year's KCPE results before setting the target for the year, 53% of teachers strongly agreed and 36% agreed. On the other hand, 1% disagreed, and another 1% strongly disagreed while 9% of the teachers were uncertain about this aspect. This activity has a mean of 4.37. The data shows that regarding whether the head teachers set KCPE mean score targets with respective subject teachers, 46% of teachers strongly agreed and 43% agreed. On the other hand, 2% strongly disagreed, 1% disagreed, and 8% of the teachers expressed uncertainty on this aspect. The item posted a mean score of 4.29. On whether the head teachers engage pupils on KCPE targets, 46% of teachers strongly agree with this practice, while 43% agree. Additionally, 1% disagreed, and another 2% strongly disagreed while 8% of the teachers were uncertain about this aspect. The practice posted a mean score of 4.22. Regarding the engagement of parents on KCPE targets, 46% of the teachers strongly agreed and 30% agreed. On the other hand, 3% disagreed, and another 3% strongly disagreed. Additionally, 18% of the teachers were uncertain about this aspect. This item recorded a mean of 3.95. The results indicate that 49% of teachers agreed that the head teachers ensure that the targets set are SMART for each subject and 36% of teachers strongly agreed with this practice. On the other hand, 2% disagreed, and 1% strongly disagreed while 12% of teachers were uncertain about this aspect. The item had a mean score of 4.16.

The findings show that 46% of teachers strongly agree that the head teachers ensure that the targets set are SMART for the top ten pupils and 28% of teachers agree with this practice. On the other hand, 6% disagree and 5% strongly disagree while 15% of teachers are uncertain about this aspect. A mean of 3.86 was posted on this item. The results further indicate that 45% of teachers agreed that the head teachers talk about the target in school

assemblies, while 39% of teachers strongly agreed with this practice. On the other hand, 3% of teachers disagreed, and another 3% strongly disagreed while 10% of teachers were uncertain about this aspect. This practice posted a mean of 4.15. The results indicate that 44% of teachers agreed that the head teachers prepare target monitoring reports, while 32% of teachers strongly agreed with this practice. On the other hand, 3% of teachers disagreed, 4% strongly disagreed and 17% of teachers expressed uncertainty about this item. This item had a mean of 3.99. The findings show that 47% of teachers agree that the head teachers investigate target implementation challenges and strive to find solutions. Additionally, 34% of teachers strongly agree with this practice. On the other hand, 1% of teachers disagreed, 3% strongly disagreed whereas 15% of teachers expressed uncertainty about this activity. This activity posted a mean of 4.09.

In relation to whether head teachers require teachers to exceed their targets, the analysis reveals that 50% of teachers agreed and 33% of teachers strongly agreed. On the contrary, 1% of teachers disagreed, 3% strongly disagreed while 13% of teachers were uncertain about this requirement. A mean of 4.12 was posted on this item. On whether head teachers monitor teachers to ensure they consistently achieve the set targets, the analysis reveals that 49% of teachers agree with this practice, while 31% strongly agree. In contrast, 2% of teachers disagree, 3% strongly disagree while 15% of teachers are uncertain about this aspect. This activity posted a mean of 4.17. On whether head teachers call teachers to the office to discuss why academic targets are not met, the breakdown analysis indicates that 46% of teachers agree with this practice, while 41% strongly agree. In contrast, 3% of teachers disagree, and 3% strongly disagree. Additionally, 7% of teachers are uncertain about this aspect. This practice posted a mean score of 4.08. In relation to the schools achieving their set targets, it emerged that 43% of teachers agree with this statement, while 36% strongly agree. On the other hand, 6% of teachers disagree, and 5% strongly disagree. Additionally, 10% of teachers are uncertain about this aspect. A mean of 3.8 was posted on this item.

The study then used the 5-point Likert scale where 1 represented not at all, 2 represented very little extent, 3 represented little extent, 4 represented great extent, and 5 represented

very great extent to assess the extent to which head teachers felt they undertake target-setting activities in their schools.

Table 4.13: Head teacher's responses on the extent to which they undertake target-setting activities

| Target setting activities | 1 | 2 | 3 | 4 | 5 | M | SD |
|--|----------|----------|----------|----------|----------|----------|-----------|
| I assist teachers to set internal examinations targets | 0% | 0% | 8% | 60% | 32% | 4.24 | 0.592 |
| I assist teachers to set national examinations targets | 0% | 0% | 11% | 44% | 45% | 4.34 | 0.671 |
| I engage teachers in analysing the previous year KCPE results before setting the target for the year | 0% | 1% | 3% | 36% | 60% | 4.54 | 0.623 |
| I set KCPE mean score targets with respective teachers | 0% | 0% | 11% | 42% | 47% | 4.36 | 0.674 |
| I engage pupils on KCPE targets | 0% | 0% | 10% | 45% | 45% | 4.36 | 0.653 |
| I engage parents on KCPE targets | 1% | 4% | 22% | 49% | 24% | 3.91 | 0.863 |
| I ensure that the targets set are SMART for each subject | 0% | 0% | 9% | 57% | 34% | 4.24 | 0.615 |
| I ensure that the targets set are SMART for top ten pupils | 0% | 0% | 19% | 40% | 41% | 4.22 | 0.75 |
| I talk about the set targets in school assemblies | 1% | 2% | 15% | 47% | 35% | 4.13 | 0.821 |
| I prepare target monitoring reports | 0% | 3% | 23% | 56% | 18% | 3.89 | 0.718 |
| I investigate target implementation challenges and strives to find solutions | 0% | 3% | 15% | 54% | 28% | 4.08 | 0.736 |
| I provide resources and support to help teachers meet set targets. | 0% | 1% | 19% | 47% | 33% | 4.11 | 0.751 |
| I monitor teachers to ensure they consistently achieve the set targets | 0% | 0% | 11% | 51% | 38% | 4.27 | 0.651 |
| I summon teachers to the office to discuss why academic targets are not met | 0% | 5% | 14% | 57% | 24% | 4.00 | 0.776 |
| I use data to monitor progress towards targets | 1% | 3% | 11% | 51% | 34% | 4.14 | 0.816 |

Source: Field Data (2023)

Results in Table 4.13 show that 60% of head teachers reported assisting teachers in setting internal examination targets to a great extent and 32% of head teachers stated that they assist teachers to a very great extent. On the other hand, 8% indicated they undertook this activity to a little extent. This activity posted a mean of 4.25 was posted on this item. According to the data, 45% of head teachers reported assisting teachers in setting national examination targets to a very great extent, and 44% stated that they assist to a great extent. Conversely, only 11% of head teachers indicated that they undertake this activity to a little extent. This activity had a mean of 4.34. In relation to engaging teachers in analysing the previous year's KCPE results before setting the target for the year, the data reveals that a majority of 60% of head teachers reported doing so to a great extent, while 36% stated that they engage teachers in this activity to a very great extent. Conversely, only 3% of head teachers indicated engaging teachers to a little extent and 1% to a very little extent. A mean of 4.54 was posted on this item.

The data further shows that 47% of head teachers reported setting KCPE mean score targets with their respective teachers, to a very great extent and 42% of head teachers to a great extent. In contrast, 11% of head teachers indicated setting these targets to a little extent. A mean score of 4.36 was posted on this item. The data reveals that 45% of head teachers reported engaging pupils on KCPE targets to a very great extent and another 45% indicated engaging pupils on KCPE targets to a great extent. Conversely, 10% of head teachers reported engaging pupils to a small extent, and no head teachers indicated doing so to a very small extent. This practice posted a mean score of 4.36. The findings indicate that 49% of head teachers reported engaging parents to a great extent, while an additional 24% stated that they do so to a very great extent. On the other hand, 22% of head teachers indicated engaging parents to a small extent, and 4% reported doing so to a very small extent. This term recorded a mean of 3.91. The results indicate that 57% of head teachers reported ensuring that the targets set are SMART for each subject to a great extent, while 34% stated that they ensure SMART targets to a very great extent. On the other hand, 9% of head teachers indicated ensuring SMART targets to a small extent. A mean score of 4.24 was posted on this item. Pertaining to ensuring that the targets set are SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) for the top ten pupils, the results

indicate that 41% of head teachers reported doing so to a very great extent, and 40% stated that they ensure SMART targets for the top ten pupils to a great extent. On the other hand, 19% of head teachers indicated ensuring SMART targets for the top ten pupils to a small extent. This item had a mean of 4.22. In relation to the head teachers talking about the targets in school assemblies, the results show that 47% of head teachers reported doing so to a great extent, while 35% stated that they talk about the targets to a very great extent. On the other hand, 15% of head teachers indicated discussing the targets in school assemblies to a small extent. This practice posted a mean of 4.13.

Regarding the preparation of target monitoring reports by head teachers, the results indicate that 56% of head teachers reported doing so to a great extent, while 18% stated that they prepare such reports to a very great extent. On the other hand, 3% of head teachers indicated preparing target monitoring reports to a small extent. The item had a mean of 3.89. In relation to investigating target implementation challenges and striving to find solutions, the results indicate that 54% of head teachers reported engaging in this activity to a great extent; while 28% stated that they do so to a very great extent. Contrary, 15% of head teachers indicated investigating target implementation challenges to a small extent. This activity posted a mean of 4.08. In relation to providing resources and support to help teachers meet set targets, the results show that 47% of head teachers reported doing this to a great extent, and 33% of head teachers stated that they perform this task to a very great extent. On the other hand, 19% of the head teachers indicated they offered support to a small extent and 1% to a very small extent. A mean of 4.11 was posted on this item. The results indicate that 51% of head teachers reported monitoring teachers to ensure they consistently achieve the set targets to a great extent, and 38% stated they undertake this task to a very great extent. On the contrary, 11% of the head teachers noted they undertake this task to a small extent. This activity posted a mean of 4.17. The results indicate that 57% of head teachers reported summoning teachers to the office to discuss why academic targets are not met to a great extent and 24% of head teachers stated they do so to a very great extent. Contrary, 14% of the head teachers indicated engaging in this activity to a small extent and 5% to a very small extent. This practice posted a mean score of 4.00. On the issue of using data to monitor progress towards targets, the results indicate that 51% of

head teachers reported engaging in this practice to a great extent and 34% of head teachers stated they do so to a very great extent. In contrast, 11% of head teachers indicated doing it to a small extent, and only 3% reported doing it to a very small extent. It is noteworthy that a small percentage of head teachers (1%) mentioned not engaging in this practice at all. A mean of 4.14 was posted on this item.

The study then asked teachers to rate the overall target setting in the surveyed schools.

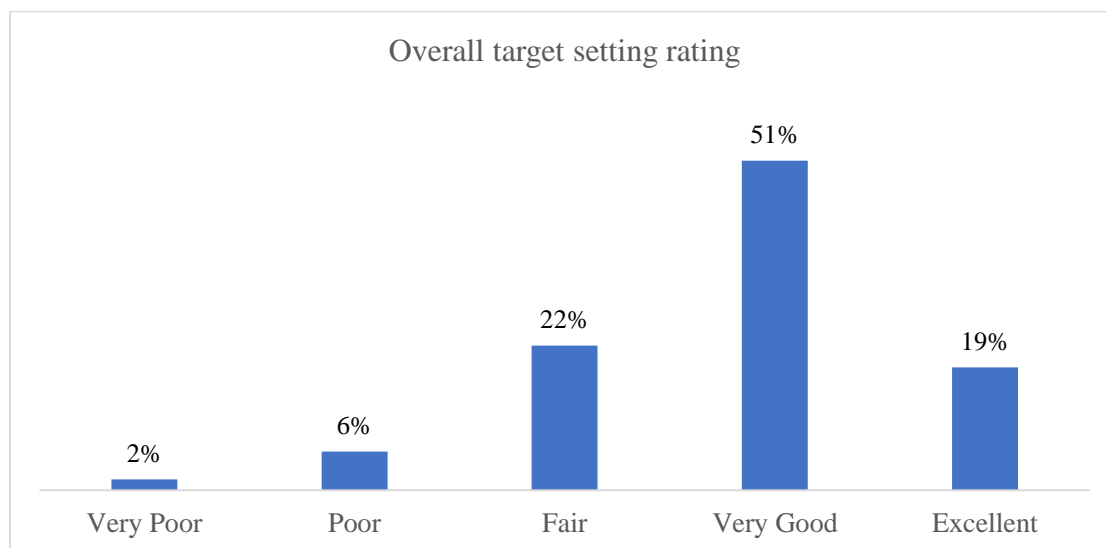


Figure 4.5: Rating of overall target-setting practices by teachers

Source: Field Data (2023)

The results are shown in Figure 4.5, showing that 51% of teachers rated overall target setting in the surveyed schools as very good; 22% rated it as fair; 19% rated it as excellent; 6% rated it as poor; and 2% rated it as very poor. A mean score of 3.8 and a standard deviation of 0.875 were posted regarding the overall rating of target-setting practices.

During the interviews, the QASOs were asked to explain the Ministry of Education's position on target setting in primary schools. The QASOs indicated that the Ministry of Education encouraged target setting by head teachers for teachers, pupils and schools. As a follow-up, the QASOs were asked to explain how target setting affects teaching and learning in primary school. QASO1 indicated that the targets provide direction and focus.

However, QASO4 noted that unrealistic targets were discouraged as they were associated with examination cheating and demoralized pupils who were unable to meet the targets.

4.5.2 Hypothesis testing for the influence of target setting on learners' academic performance

The chi-square test was used to test the second hypothesis which stated: There is no statistically significant influence of target setting on learners' academic performance in public primary schools in Makueni County, Kenya. To conduct the Chi-square test, the overall rating for learners' academic performance and the overall target-setting ratings from the teachers' data were used. The Chi-square test results are shown in Table 4.14.

Table 4.14: Chi-Square for target setting and learners' academic performance

| | Value | df | Asymptotic Significance (2-sided) |
|------------------------------|----------------------|----|-----------------------------------|
| Pearson Chi-Square | 114.835 ^a | 16 | .000 |
| Likelihood Ratio | 102.010 | 16 | .000 |
| Linear-by-Linear Association | 56.370 | 1 | .000 |
| N of Valid Cases | 407 | | |

a. 11 cells (44.0%) have expected count less than 5. The minimum expected count is .01.

The results in Table 4.14 show a Chi-square critical value of 114.835, and the p-value was less than 0.05 which indicated that there was a statistically significant relationship between target setting by head teachers and learners' academic performance. The null hypothesis was thus rejected, and the alternative hypothesis that there was a statistically significant influence of target setting on learners' academic performance in public primary schools in Makueni County, Kenya, was thus accepted to be true. The (χ) test results imply that learners in schools where head teachers undertake target-setting activities perform better than learners in schools where head teachers do not undertake target-setting activities.

4.6 Influence of Head teachers' leadership styles on learners' academic performance

The third specific objective of the study was to establish the influence of the head teacher's leadership style on learners' academic performance in public primary schools in Makueni County, Kenya.

4.6.1 Nature of head teachers' leadership styles

The study began by asking the teachers to describe the leadership styles of the head teachers in the surveyed schools. Figure 4.6 shows the results.

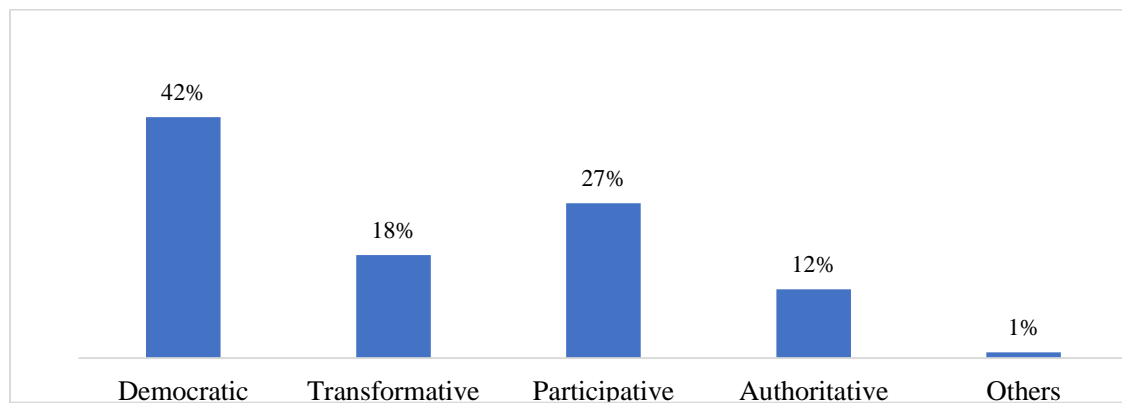


Figure 4.6: Teachers' responses on head teachers' leadership styles

Source: Field data (2023)

The results show that 42% of the teachers rated the head teachers as democratic leaders; 27% saw them as participative leaders; 18% saw them as transformative; 6% described the teachers as authoritative and 1% indicated they were team leaders.

The study also posed the question to the head teachers for them to describe the type of leadership style they ascribe to. The results are shown in Figure 4.7.

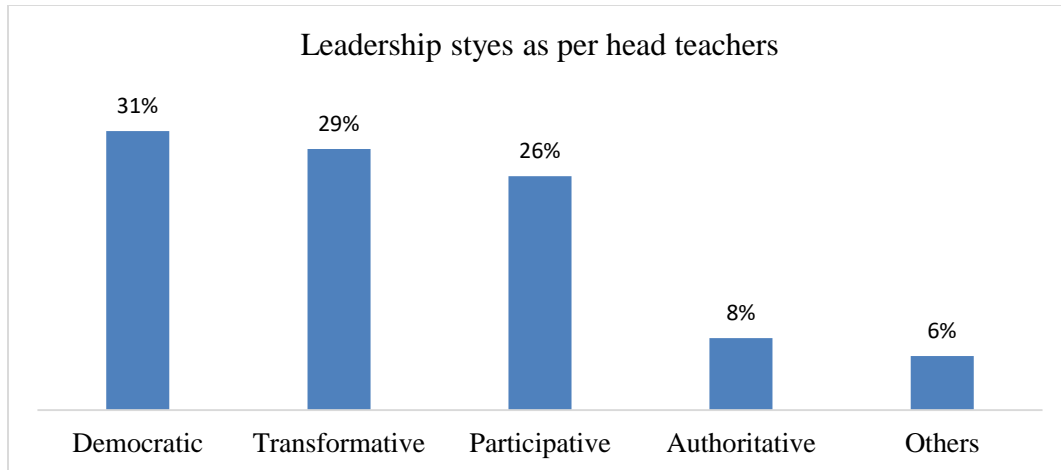


Figure 4.7: Head teachers’ responses on the leadership styles that are ascribed to them

Source: Field Data (2023)

Figure 4.7 shows that 31% of the head teachers viewed themselves as democratic leaders; 29% saw themselves as participative leaders; 26% saw themselves as transformative; 8% described themselves as authoritative and 6% indicated they were servant leaders.

The study then used a five-point Likert scale where 1 means strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree to seek the views of the teachers on the head teachers’ leadership characteristics in the schools. Table 4.15 shows the results.

Table 4.15: Teachers' responses on head teachers leadership style characteristics

| Leadership style characteristics | 1 | 2 | 3 | 4 | 5 | M | SD |
|---|----------|----------|----------|----------|----------|----------|-----------|
| The head teacher leads by example | 2% | 4% | 12% | 42% | 40% | 4.14 | 0.928 |
| The head teacher communicates clearly on performance issues | 2% | 2% | 7% | 50% | 39% | 4.24 | 0.790 |
| The head teacher consults with the teachers before making decisions | 4% | 6% | 17% | 44% | 29% | 3.86 | 1.051 |
| The head teacher is friendly and accessible to teachers | 2% | 2% | 11% | 45% | 40% | 4.19 | 0.859 |
| The head teacher maintains a strong rapport with teachers | 2% | 3% | 13% | 44% | 38% | 4.13 | 0.885 |
| The head teacher delegates key roles and responsibilities to other teachers | 1% | 1% | 6% | 46% | 46% | 4.34 | 0.739 |
| The head teacher as the school head encourages collaboration among teachers | 2% | 1% | 8% | 44% | 45% | 4.31 | 0.798 |
| The head teacher as the school head insists on excellence in academic performance, and commitment | 1% | 1% | 8% | 38% | 52% | 4.41 | 0.724 |
| The head teacher is very committed to academic performance issues | 2% | 1% | 10% | 38% | 49% | 4.30 | 0.869 |
| The head teacher is able to mobilise teaching resources | 2% | 3% | 12% | 49% | 34% | 4.11 | 0.864 |
| The head teacher allows to be innovative in teaching | 1% | 2% | 11% | 50% | 36% | 4.16 | 0.807 |
| The head teacher explains clearly his decisions | 2% | 3% | 13% | 51% | 31% | 4.05 | 0.862 |
| The head teacher is very firm in implementation of decisions | 2% | 2% | 13% | 45% | 38% | 4.14 | 0.876 |
| The head teacher reprimands teachers who perform poorly | 10% | 10% | 25% | 35% | 20% | 3.45 | 1.208 |
| The head teacher is a disciplinarian | 3% | 3% | 13% | 47% | 34% | 4.04 | 0.945 |

Source: Field data (2023)

The results in Table 4.15 show 42% of teachers felt the head teachers led by example to a great extent, and 40% of teachers felt head teachers led by example to a very great extent. On the other hand, 4% felt head teachers led by example to a little extent, and 2% of reported head teachers led by example to a very little extent while 12% expressed

uncertainty on the issue. This characteristic had a mean of 4.14. The data shows that regarding whether head teachers communicate clearly on performance issues, 50% of teachers indicated the head teachers communicate clearly to a great extent, and 39% of teachers felt head teachers communicate clearly to a very great extent. On the other hand, 2% felt head teachers communicated clearly too a little extent, and 2% of reported head teachers communicated clearly to a very little extent while 7% expressed uncertainty on the issue. A mean score of 4.24 was recorded. On whether the head teachers consult with the teachers before making decisions, 44% of teachers indicated the head teachers consult to a great extent, and 39% of teachers felt head teachers consult to a very great extent. On the other hand, 6% felt head teachers consult to a little extent, and 4% of reported head teachers consult to a very little extent while 17% expressed uncertainty on the issue. This leadership characteristic posted a mean score of 3.86. The results show that 45% of teachers agreed that the head teachers are friendly and accessible to teachers, while 40% of teachers strongly agreed with this statement. Conversely, 2% of teachers disagreed, and another 2% strongly disagreed. Additionally, 11% of teachers were uncertain about this aspect. A mean of 4.19 was recorded on this activity. The results indicate that 44% of teachers agreed that the head teachers maintain a strong rapport with teachers, while 38% of teachers strongly agreed with this statement. On the other hand, 2% disagreed, and 3% strongly disagreed. Meanwhile, 13% of teachers were uncertain about this issue. A mean score of 4.13 was posted on this item.

The results also show that 46% of teachers agreed that the head teachers delegate key roles and responsibilities to other teachers, while 6% strongly agreed with this practice. Conversely, 1% disagreed, and 1% strongly disagreed. Additionally, 6% of teachers were uncertain about this leadership activity. A mean of 4.34 was recorded on this activity. In relation to whether the head teachers, as the schools' heads, encourage collaboration among teachers, the majority of teachers (44%) agreed with this practice, while 8% were uncertain. Additionally, 44% of teachers strongly agreed that the head teachers encourage collaboration, indicating a positive perception of their leadership style. Only 1% disagreed, and 1% strongly disagreed with this leadership characteristic. This leadership characteristic posted a mean score of 4.31.

The findings reveal that the majority of teachers 52% strongly agreed and 38% agreed that the head teachers, as the schools' heads, insist on excellence in academic performance and commitment. On the other hand, 8% of teachers disagreed, and 1% strongly disagreed with this aspect. A mean of 4.41 was recorded on this activity. The results indicate that 38% of teachers agreed and 49% strongly agreed that the head teacher is very committed to academic performance issues. Conversely, 8% of teachers disagreed, and 2% strongly disagreed with this characteristic. A mean of 4.30 was posted on this item. The findings reveal that 49% of teachers agreed and 34% strongly agreed that the head teachers are able to mobilize teaching resources. On the other hand, 3% of teachers disagreed, and 12% were uncertain about the head teachers' ability to mobilize teaching resources. A mean score of 4.11 was recorded for this activity. The results indicate that 50% of teachers agreed and 36% strongly agreed that the head teachers allow teachers to be innovative in teaching. Conversely, 2% of teachers disagreed, and 11% were uncertain about the head teachers' stance on allowing innovation in teaching. This item posted a mean of 4.16.

The findings further show that 51% of teachers agreed and 31% strongly agreed that the head teachers explain their decisions clearly. On the contrary, 2% of teachers disagreed with this aspect, and 13% were uncertain about the clarity of the head teachers' decision explanations. This item recorded a mean of 4.05. The results indicate that 45% of teachers agreed and 38% strongly agreed that the head teachers are very firm in the implementation of decisions. Conversely, 2% of teachers disagreed with this aspect, and 13% were uncertain about the firmness of the head teachers in decision implementation. A mean of 4.14 was posted on this item. The findings reveal that 35% of teachers agreed and 20% strongly agreed that the head teachers reprimand teachers who perform poorly. On the other hand, 10% of teachers disagreed with this practice, and another 10% strongly disagreed, while 25% of teachers expressed uncertainty on whether the head teachers reprimand poorly performing teachers. A mean score of 3.45 was recorded on this activity. The results show that 47% of teachers agreed and 34% strongly agreed that the head teachers are disciplinarians. On the other hand, 3% of teachers disagreed, and another 3% strongly disagreed with this characteristic of the head teachers while 13% of teachers were uncertain

about whether the head teachers were disciplinarians. This leadership characteristic posted a mean score of 4.04.

The study then used a five-point Likert scale where 1 represented not at all, 2 represented very little extent, 3 represented little extent, 4 represented great extent, and 5 represented very great extent to assess the extent to which head teachers felt the leadership characteristics applied to them in their school’s leadership.

Table 4.16: Head teachers Responses on the extent to which leadership characteristics apply to them

| Leadership style characteristics | 1 | 2 | 3 | 4 | 5 | M | SD |
|---|----------|----------|----------|----------|----------|----------|-----------|
| I lead by example | 0% | 1% | 3% | 43% | 53% | 4.47 | 0.624 |
| I communicate clearly on performance issues | 0% | 0% | 5% | 46% | 49% | 4.43 | 0.599 |
| I consult with the teachers before making decisions | 0% | 1% | 8% | 53% | 38% | 4.27 | 0.668 |
| I am friendly and accessible to teachers | 0% | 0% | 6% | 49% | 45% | 4.4 | 0.595 |
| I maintain a strong rapport with teachers | 0% | 0% | 3% | 40% | 57% | 4.54 | 0.554 |
| I delegate roles and responsibilities to other teachers | 0% | 0% | 5% | 39% | 56% | 4.5 | 0.603 |
| I encourage collaboration among teachers | 0% | 0% | 7% | 39% | 54% | 4.47 | 0.624 |
| I insist on excellence in academic performance | 0% | 0% | 5% | 42% | 53% | 4.47 | 0.602 |
| I am committed to academic performance issues | 0% | 0% | 5% | 33% | 62% | 4.57 | 0.599 |
| I am able to mobilise teaching resources | 0% | 0% | 14% | 45% | 42% | 4.28 | 0.693 |
| I allow teachers to be innovative in teaching | 0% | 0% | 8% | 50% | 42% | 4.34 | 0.625 |
| I explain clearly my decisions | 0% | 0% | 7% | 43% | 50% | 4.43 | 0.621 |
| I am very firm in implementation of decisions | 0% | 0% | 6% | 47% | 47% | 4.42 | 0.597 |
| I reprimand teachers who perform poorly | 5% | 14% | 18% | 36% | 27% | 3.66 | 1.174 |
| I am a disciplinarian | 4% | 4% | 9% | 49% | 34% | 4.04 | 0.985 |

Source: Field data (2023)

The results in Table 4.16 show that 53% of head teachers reported leading by example to a very great extent, while 43% stated that they do so to a very great extent. On the other hand, 3% of head teachers indicated leading by example to a little extent, and 1% of head

teachers reported leading by example to a very little extent. A mean of 4.47 was posted on this item. The results indicate that 49% of head teachers communicate clearly on performance issues to a very great extent. Additionally, 46% of head teachers reported doing so to a great extent. In contrast, 5% of head teachers indicated communicating on performance issues to a little extent. A mean score of 4.43 was recorded on this activity. The results reveal that 53% of head teachers consult with teachers before making decisions to a very great extent. Moreover, 43% of head teachers reported doing so to a great extent. Conversely, 8% of head teachers indicated consulting with teachers to a little extent, and 1% reported doing so to a very little extent. This leadership characteristic posted a mean score of 4.27. The findings demonstrate that 49% of head teachers reported being friendly and accessible to teachers to a great extent, while 45% stated that they were very friendly and accessible. On the other hand, 6% of head teachers indicated being friendly and accessible to a little extent. A mean of 4.40 was recorded on this activity. The results indicate that 57% of head teachers reported maintaining a strong rapport with teachers to a very great extent, while 40% stated that they maintained a very strong rapport to a great extent. On the other hand, 3% of head teachers indicated maintaining a strong rapport to a little extent. This item had a mean score of 4.54.

The findings reveal that 56% of head teachers reported delegating key roles and responsibilities to other teachers to a great extent, while 39% stated that they delegated to a very great extent. On the other hand, 5% of head teachers indicated delegating to a little extent. A mean of 4.50 was posted on this item. According to the findings, 54% of head teachers reported encouraging collaboration among teachers to a great extent, while 39% stated that they encouraged it to a very great extent. On the other hand, 7% of head teachers indicated encouraging collaboration to a little extent, and 0% reported encouraging it to a very little extent. This leadership characteristic posted a mean score of 4.47. The results reveal that 53% of head teachers insisted on excellence in academic performance and commitment to a great extent, while 42% stated that they insisted on it to a very great extent. On the other hand, 5% of head teachers indicated insisting on excellence and commitment to a little extent. A mean of 4.47 was posted on this item. The findings indicate that 62% of head teachers reported being very committed to academic performance issues,

while 33% expressed commitment to a great extent. In contrast, 5% of head teachers indicated a little extent of commitment. This item had a mean of 4.57. The results reveal that 45% of head teachers reported being able to mobilize teaching resources to a great extent, while 42% stated that they could do so to a very great extent. On the other hand, 14% of head teachers indicated mobilizing teaching resources to a little extent. A mean score of 4.28 was recorded on this activity. According to the findings, 50% of head teachers reported allowing teachers to be innovative in teaching to a great extent, while 42% stated that they allowed it to a very great extent. On the other hand, 8% of head teachers indicated allowing teachers to be innovative in teaching to a little extent. A mean of 4.34 was posted on this item. The results indicate that 50% of head teachers reported explaining their decisions to a great extent, while 43% stated that they explained them to a very great extent. On the other hand, 7% of head teachers indicated explaining their decisions to a little extent. This item recorded a mean of 4.43. The findings reveal that 47% of head teachers reported being very firm in the implementation of decisions, while another 47% indicated being firm to a great extent. On the other hand, 6% of head teachers mentioned being firm to a little extent. A mean of 4.42 was recorded on this activity. The head teachers reprimand teachers who perform poorly. A mean score of 3.66 was posted on this item. According to the data, 49% of head teachers reported being disciplinarians to a great extent, while 34% indicated being disciplinarians to a very great extent. On the other hand, 4% of head teachers mentioned being disciplinarians to a little extent. This leadership characteristic posted a mean score of 4.04.

The study then sought the overall rating of the teachers. The results are shown in Figure 4.8.

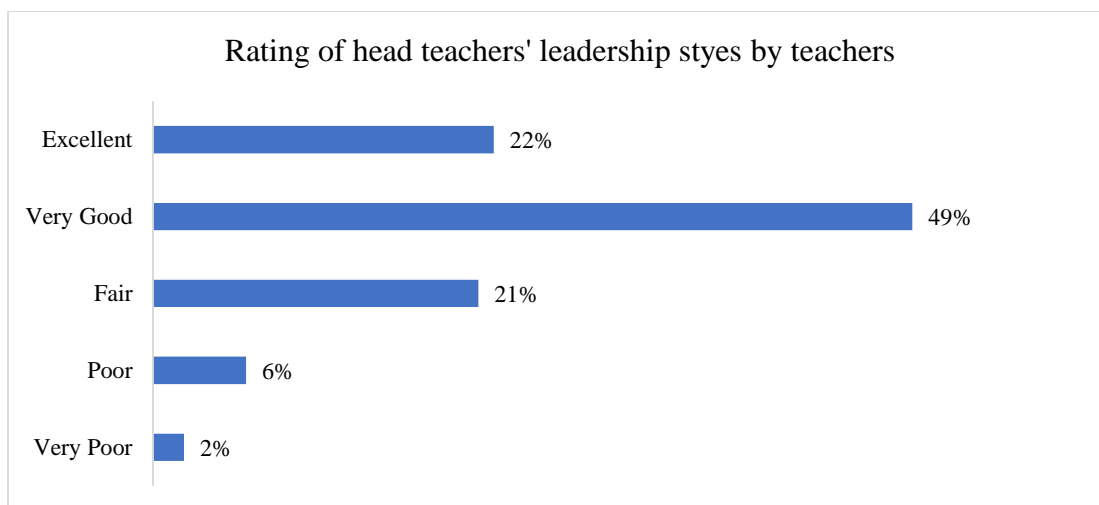


Figure 4.8: Rating of overall leadership styles by teachers

Source: Field Data (2023)

The results show that 49% rated overall head teachers' leadership styles in the surveyed schools as very good; 22% rated them as excellent; 21% rated them as fair; 6% rated them as poor; and 2% rated them as very poor. A mean score of 3.8 and a standard deviation of 0.875 were posted regarding overall leadership style characteristics.

During the interviews, the QASOs were asked to indicate the leadership qualities that were considered during the hiring of head teachers, and it emerged that collaborative leadership was essential in the running of schools to ensure teamwork amongst the school community's stakeholders. Issues of integrity and being performance-oriented also emerged as defining features of head teachers' leadership styles. THE QASOs were also asked to indicate the desirable qualities of primary school head teachers. QASO1 emphasized the need for the head teachers to be visionary and possess communication skills, as this was a key consideration even in the head teachers hiring process by the TSC. QASO7 noted the need for head teachers to be inspirational leaders.

4.6.2 Hypothesis testing for Influence of leadership styles on academic performance

Chi square test was used to test the third hypothesis, which stated: There was no statistically significant influence of head teachers' leadership styles on learners' academic performance in public primary schools in Makueni County, Kenya. To conduct the Chi-square test, the

overall rating for learners' academic performance and the overall head teachers' leadership style ratings from the teachers' data were used. The Chi square test results are shown in Table 4.17.

Table 4.17: Chi-Square for leadership styles and learners' academic performance

| | Value | df | Asymptotic Significance (2-sided) |
|------------------------------|---------|----|-----------------------------------|
| Pearson Chi-Square | 80.069a | 16 | .000 |
| Likelihood Ratio | 67.545 | 16 | .000 |
| Linear-by-Linear Association | 24.254 | 1 | .000 |
| N of Valid Cases | 407 | | |

a. 11 cells (44.0%) have expected count less than 5. The minimum expected count is .02.

The results in Table 4.17 show a Chi Square critical value of 80.0965, and the p-value was less than 0.05 which indicated that there was a statistically significant relationship between head teachers leadership styles and learners' academic performance. The null hypothesis was thus rejected, and the alternative hypothesis that there was a statistically significant influence of head teachers' leadership styles on learners' academic performance in public primary schools in Makueni County, Kenya, was thus accepted.

4.7 Influence of Head teachers' involvement in teacher motivation on learners' academic performance

The fourth specific objective of the study was to establish how head teachers' involvement in teacher motivation influences learners' academic performance in public primary schools in Makueni County, Kenya.

4.7.1 Nature of Head teacher involvement in teachers' motivation

The study began by asking the teachers whether there was a clear policy on teachers' motivation in the surveyed schools. Figure 4.9 shows the results.

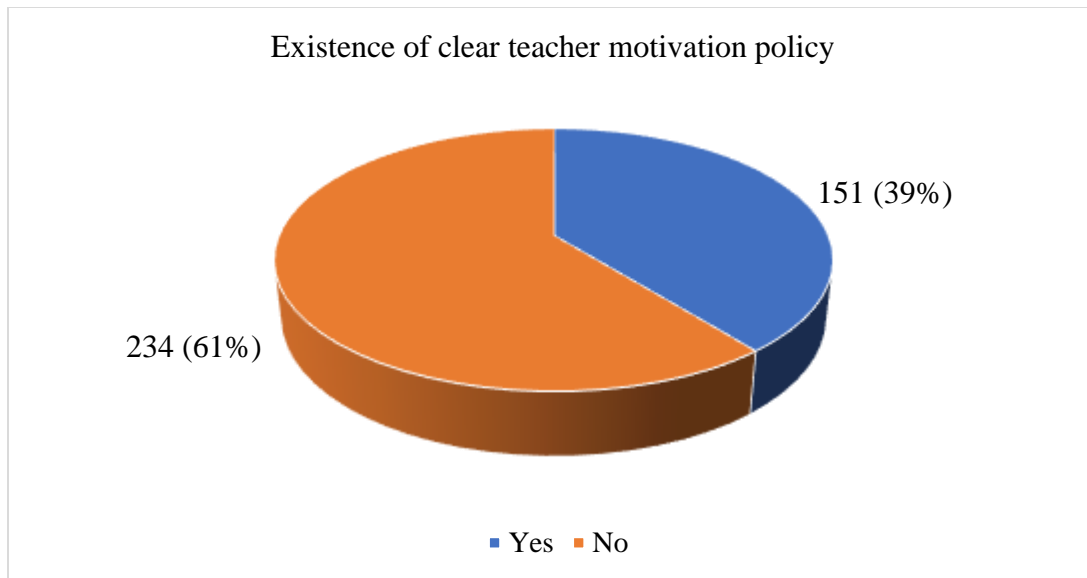


Figure 4.9: Teachers Responses on Existence of Teacher Motivation Policy

Source: Field Data (2023)

The results in Figure 4.9 show that 61% of the teachers indicated that there was no clear policy on teachers’ motivation in their respective schools. On the other hand, 39% indicated that there were clear teachers’ motivation policies in the schools.

The study used a five-point Likert scale where 1 means strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree to seek the views of the teachers on the role of the head teachers in teachers’ motivation in the schools. Table 4.18 shows the results.

Table 4.18: Teachers Responses on Head teachers' Involvement in Teachers' Motivation

| Head teachers involvement in teachers' motivation | 1 | 2 | 3 | 4 | 5 | M | SD |
|---|-----|-----|-----|-----|-----|------|-------|
| The head teacher regularly encourages teachers to meet the set goals or examination score targets | 1% | 3% | 12% | 48% | 36% | 4.15 | 0.807 |
| The head teacher has ensured teachers are paid for remedial classes | 9% | 11% | 19% | 37% | 24% | 3.54 | 1.232 |
| The head teacher provides monetary rewards for the best-performing teachers | 10% | 13% | 20% | 33% | 24% | 3.49 | 1.26 |
| The head teacher frequently praises teachers on good teaching practices | 3% | 4% | 18% | 42% | 33% | 3.98 | 0.973 |
| The head teacher organises prize giving days | 8% | 11% | 21% | 34% | 26% | 3.59 | 1.219 |
| The head teacher offers certificates and trophies to top teachers | 27% | 20% | 22% | 22% | 9% | 2.67 | 1.315 |
| The head teacher organises trips and parties for teachers | 20% | 17% | 21% | 29% | 14% | 2.99 | 1.343 |
| The head teacher organises financial assistance for teachers in times of need | 11% | 9% | 22% | 33% | 25% | 3.53 | 1.251 |

Source: Field data (2023)

The results in Table 4.18 show that, 48% of teachers agreed and 36% strongly agreed that the head teachers provide regular encouragement in this regard. In contrast, 3% of teachers disagreed, and 1% strongly disagreed while 12% were uncertain about the extent of regular encouragement provided by the head teachers. A mean score of 4.15 was posted on this item.

The data also reveals that 37% of teachers agreed and 24% strongly agreed that the head teachers have ensured teachers are paid for remedial classes. On the other hand, 9% of teachers disagreed, and 11% strongly disagreed with the notion of teachers being paid for remedial classes while 19% of teachers reported being uncertain about the extent to which teachers are compensated for these additional classes. A mean score of 3.54 was posted on this role. According to the findings, 33% of teachers agreed and 24% strongly agreed that the head teachers provide monetary rewards for the best-performing teachers. On the other hand, 10% of teachers disagreed, and 13% strongly disagreed with this practice while 20% of teachers reported being uncertain about the extent to which monetary rewards are provided. A mean score of 3.49 was recorded on this activity.

The findings reveal that 42% of teachers agreed and 33% strongly agreed that the head teachers frequently praise teachers for good teaching practices. On the other hand, 4% of teachers disagreed and 1% strongly disagreed that the head teachers frequently praised teachers while 18% of teachers were uncertain about the frequency of praise provided by the head teachers for good teaching practices. This role had a mean of 3.98.

According to the results, 34% of teachers agreed and 26% strongly agreed that the head teachers organize prize-giving days. On the other hand, 11% of teachers disagreed, and 8% of teachers strongly disagreed, while 21% expressed uncertainty regarding the organization of prize-giving days by the head teachers. This role posted a mean score of 3.59.

The results show that 29% of teachers agreed and 14% strongly agreed that head teachers organize trips for teachers. On the other hand, 20% of teachers strongly disagreed, and 17% disagreed with this practice. Additionally, 21% of teachers expressed uncertainty regarding whether head teachers organize trips for teachers. This item had a mean of 2.99. The data shows that 33% of teachers agreed and 25% strongly agreed that head teachers organize financial assistance for teachers in times of need. In contrast, 11% of teachers strongly disagreed, and 9% disagreed with this practice. Additionally, 22% of teachers expressed uncertainty regarding whether head teachers organize financial assistance for teachers in times of need. A mean score of 3.53 was posted on this item.

Additionally, the study then used a five-point Likert scale where 1 represented not at all, 2 represented a very little extent, 3 represented a little extent, 4 represented a great extent, and 5 represented a very great extent to assess the extent to which head teachers felt they played a role in teachers' motivation in their schools. Table 4.19 shows the results.

Table 4.19: Head teachers' responses on the extent to which they are involved in teacher motivation

| Head teachers involvement in teachers' motivation | 1 | 2 | 3 | 4 | 5 | M | SD |
|---|----------|----------|----------|----------|----------|----------|-----------|
| I regularly encourage teachers to meet the set goals or examination score targets | 0% | 1% | 6% | 53% | 40% | 4.32 | 0.643 |
| I have cultivated a healthy competitive culture among teachers | 0% | 1% | 15% | 56% | 28% | 4.10 | 0.690 |
| I have ensured teachers are paid for remedial classes | 6% | 7% | 16% | 44% | 27% | 3.81 | 1.089 |
| I provide monetary rewards for the best-performing teachers | 3% | 12% | 27% | 34% | 24% | 3.65 | 1.065 |
| I have organised meals for teachers | 1% | 10% | 23% | 32% | 34% | 3.88 | 1.033 |
| I frequently praise teachers for good teaching practices | 1% | 0% | 5% | 49% | 45% | 4.35 | 0.711 |
| I have created a conducive working environment for teachers | 0% | 0% | 6% | 45% | 49% | 4.44 | 0.601 |
| I organise prize-giving days | 1% | 10% | 34% | 32% | 23% | 3.66 | 0.983 |
| I offer gifts to best-performing teachers | 3% | 11% | 23% | 42% | 22% | 3.69 | 1.019 |
| I offer certificates to top teachers | 19% | 15% | 36% | 18% | 12% | 2.89 | 1.256 |
| I provide for trophies for the best-performing teachers | 15% | 20% | 31% | 22% | 12% | 2.96 | 1.232 |
| I organise trips for teachers | 12% | 21% | 23% | 32% | 12% | 3.11 | 1.231 |
| I organise parties for teachers to celebrate good performance | 5% | 14% | 16% | 45% | 20% | 3.61 | 1.120 |
| I organise financial assistance for teachers in times of need | 4% | 18% | 27% | 27% | 24% | 3.50 | 1.162 |

Source: Field data (2023)

The results in Table 4.19 indicate that 53% of head teachers reported regularly encouraging teachers to meet the set goals or examination score targets to a great extent. Additionally, 40% of head teachers mentioned doing so to a very great extent. On the other hand, 6% of

head teachers indicated their involvement in this aspect to a little extent, while 1% reported being involved to a very little extent. A mean score of 4.32 was posted on this item. According to the findings, 56% of head teachers have cultivated a healthy competitive culture among teachers to a great extent, while 28% have done so to a very great extent. On the other hand, 15% of head teachers reported cultivating this culture to a little extent, and 1% reported doing so to a very little extent. This item had a mean score of 4.10. The findings reveal that 44% of head teachers have ensured that teachers are paid for remedial classes to a great extent, while 27% have done so to a very great extent. On the other hand, 16% of head teachers reported ensuring payment for remedial classes to a little extent, and 7% reported doing so to a very little extent. A mean score of 3.81 was posted on this item.

The results indicate that 34% of head teachers provide monetary rewards for the best-performing teachers to a great extent, while 24% do so to a very great extent. In contrast, 27% of head teachers reported providing monetary rewards to a little extent, and 12% reported doing so to a very little extent while 3% provided no monetary rewards. The item had a mean score of 3.65. According to the findings, 34% of head teachers organize meals for teachers to a very great extent, while 32% do so to a great extent. On the other hand, 23% of head teachers reported organizing meals for teachers to a little extent, and 10% reported doing so to a very little extent. A mean score of 3.88 was posted for this item. The findings also show that 49% of head teachers frequently praise teachers for good teaching practices to a great extent, while 45% do so to a very great extent. In contrast, 5% of head teachers reported praising teachers to a little extent. The item had a mean of 4.35. According to the findings, 45% of head teachers have created a conducive working environment for teachers to a great extent, while 49% have done so to a very great extent. On the other hand, 6% of head teachers reported creating a favourable working environment to a little extent. A mean score of 4.44 was recorded for this role.

Further, the results indicate that 34% of head teachers organize prize-giving days to a great extent, while 32% have done so to a very great extent. In contrast, 10% of head teachers reported organizing prize-giving days to a little extent, and 1% reported doing so to a very little extent. A mean score of 3.66 was posted on this item. According to the findings, 42%

of head teachers offer gifts to the best-performing teachers to a great extent, while 22% have done so to a very great extent. On the other hand, 11% of head teachers reported offering gifts to a little extent, and 3% reported doing so to a very little extent. This item recorded a mean of 3.69. The data indicates that 18% of head teachers offer certificates to top teachers to a great extent, while 12% have done so to a very great extent. In contrast, 36% of head teachers reported offering certificates to a little extent, and 15% reported doing so to a very little extent, according to the results. A mean score of 2.89 was posted on this item.

The results show that 22% of head teachers provide trophies for the best-performing teachers to a great extent, while 12% have done so to a very great extent. On the other hand, 20% of head teachers reported providing trophies to a little extent, and 15% reported doing so to a very little extent. A mean score of 2.96 was recorded on this activity. The findings indicate that 32% of head teachers organize trips for teachers to a great extent, while 12% have done so to a very great extent. In contrast, 21% of head teachers reported organizing trips to a little extent, and 12% reported doing so to a very little extent. A mean of 3.11 was recorded on this activity. The results show that 45% of head teachers organize parties for teachers to celebrate good performance to a great extent, while 20% have done so to a very great extent. On the other hand, 14% of head teachers reported organizing parties to a little extent, and 5% reported doing so to a very little extent. This role posted a mean score of 3.61. The findings reveal that 27% of head teachers organize financial assistance for teachers in times of need to a great extent, while 24% have done so to a very great extent. In contrast, 27% of head teachers reported organizing financial assistance to a little extent, and 4% reported doing so to a very little extent, while 4% indicated not assisting at all. A mean score of 3.50 was posted on this item.

The study then asked the teachers to rate overall head teachers' involvement in teachers' motivation. The results are shown in Figure 4.10.

The results show that 47% rated overall head teachers' involvement in teachers' motivation as fair; 38% rated it as very good; 22% rated it as excellent; 6% rated it as poor; and 1%

rated it as very poor. A mean score of 3.45 and a standard deviation of 0.738 were posted regarding overall head teachers' involvement in teachers' motivation. Based on the interviews, it emerged that education stakeholders supported the use of available resources and methods to motivate teachers in primary schools.

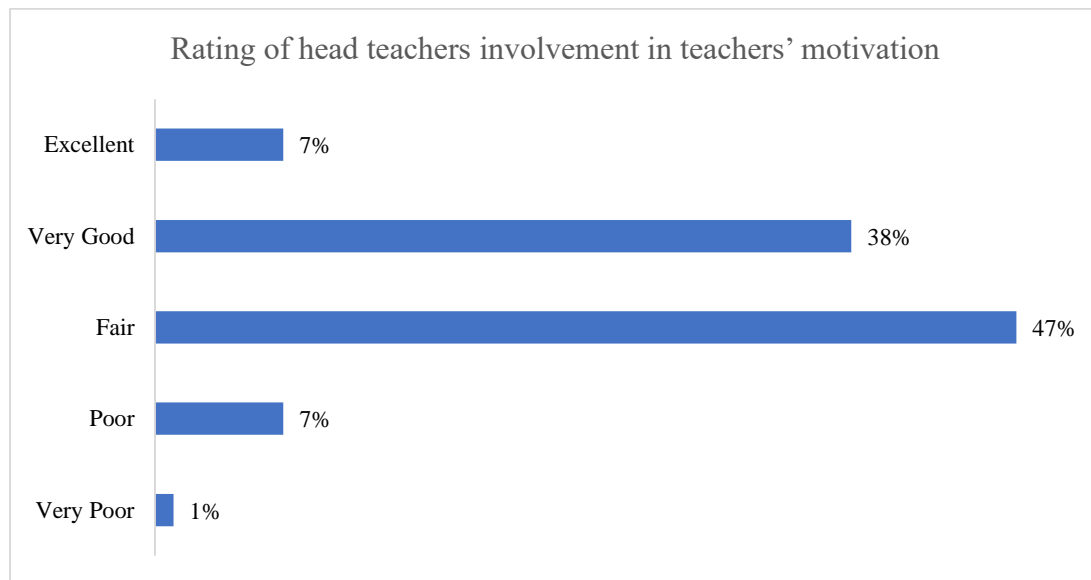


Figure 4.10: Rating by teachers of overall involvement in teacher motivation

Source: Field Data (2023)

4.7.2 Hypothesis testing for the influence of head teachers' involvement in teacher motivation on learners' academic performance

Chi square test was used to test the fourth hypothesis, which stated: There was no statistically significant influence of head teachers involvement in teachers' motivation on learners' academic performance in public primary schools in Makueni County, Kenya. To conduct the Chi-square test, the overall rating for learners' academic performance and the overall head teachers' involvement in teachers' motivation ratings from the teachers' data were used. The test results are shown in Table 4.20.

Table 4.20: Chi-Square for teacher motivation and learners' academic performance

| | Value | df | Asymptotic Significance (2-sided) |
|------------------------------|----------------------|----|-----------------------------------|
| Pearson Chi-Square | 122.888 ^a | 16 | .000 |
| Likelihood Ratio | 107.491 | 16 | .000 |
| Linear-by-Linear Association | 66.797 | 1 | .000 |
| N of Valid Cases | 413 | | |

a. 11 cells (44.0%) have expected count less than 5. The minimum expected count is .04.

The results show a Chi-square critical value of 122.888, and a p-value of 0.03 was less than 0.05 which indicated that there was a statistically significant relationship between of head teachers' involvement in teachers' motivation on learners' academic performance. The null hypothesis was thus rejected, and the alternative hypothesis, which stated that there was a statistically significant influence of head teachers' involvement in teachers' motivation on learners' academic performance in public primary schools in Makueni County, Kenya, was thus accepted. The results imply that in schools where head teachers are involved in teacher motivation, learners' academic performance is better than in schools where the head teachers are not involved in teacher motivation.

CHAPTER FIVE

5.0 DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

5.1 Introduction

This chapter is a discussion of the results presented in Chapter Four as they were obtained from teachers, head teachers and the quality assurance and standards officers in Makueni County as per the four study objectives. The research findings were based on three key five-point Likert scale. In the first Likert scale Strongly Disagree was rated 1; Disagree as 2; Uncertain as 3; Agree as 4; and Strongly Agree as 5. This Likert scale was used to get responses from teachers on the variable indicators - academic performance (Table 4.8), instruction supervision by head teachers (Table 4.9), target setting (Table 4.12), head teachers' leadership styles (Table 4.15), and head teachers' involvement in teacher motivation styles (Table 4.18). To interpret the results, the study used mean scores, where mean scores below 2.5 implied negation of the indicator, while mean scores above 2.5 were taken to imply affirmation of the indicator. Indicators.

In the second Likert scale, 1 represented Not at all; 2 represented Very Little Extent; 3 represented Little Extent; Great Extent was represented by 4; and 5 represented Very Great Extent. This Likert scale was used to get responses from head teachers on the extent to which they the four management practices. The results were presented as follows; instruction supervision by head teachers (Table 4.10), target setting (Table 4.13), head teachers' leadership styles (Table 4.16), and head teachers' involvement in teacher motivation styles (Table 4.19). To interpret the results for the second Likert scale, mean scores below 2.5 implied that the management practice was not undertaken by head teachers, while mean scores above 2.5 were taken to imply affirmations of the head teachers' management practice indicator.

The third Likert scale was employed to measure the overall ratings of the dependent variable (Figure 4.3) and the four dependent variables (Figures 4.4, 4.5, 4.8 and 4.10). Percentages and the mean were used to interpret the results of these scales. Chi-square tests also formed an important aspect of the results by testing the four hypotheses. The chi-

square results were reported in Tables 4.11, 4.14, 4.17 and 4.20. The chapter also compares and contrasts the results with the available literature.

5.2 Instruction supervision and learners' academic performance

The first objective sought to determine the influence of head teacher's instructional supervision on learners' academic performance in public primary schools in Makueni County, Kenya. The results from teachers in Table 4.9 and head teachers in Table 4.10 showed consensus on the nature of head teachers' instructional supervision. Based on Table 4.9, the results indicate that all the items related to instructional supervision received mean scores above 2.5, suggesting that they were affirmed. According to teachers, the head teachers effectively explained the role of instructional supervision to teachers, as shown by a mean score of 3.97 teachers. Furthermore, the head teachers engaged in collaborative decision-making by discussing and agreeing with teachers on the timing of supervision, as reflected by a mean score of 3.96. The results concur with (Marandu, Kileo, Siamoo, & Moshia, 2022) who noted that supervisory skills among head teachers are a crucial requirement when appointing primary school head teachers. On the other hand, the two items that is whether supervision is time-consuming (3.15) and whether the head teachers consult the learners as part of teachers' supervision (3.73) attained the lowest mean score.

The results from head teachers in Table 4.10 on how they performed in instructional supervision showed that they performed well in two areas that had the highest mean scores. The head teachers ensure that teachers are present in school (mean score of 4.6) and also oversee that teachers are punctual to their classes (mean score of 4.58). This demonstrates the head teachers' commitment to teacher attendance and the importance they place on teachers being present in the school environment, as reinforced by the quality and standards officers in the interviews. Table 4.12 reports on teacher's responses have over 45% of the teachers reporting the supervision was not done which is a significance number which could be the reason the schools in Makueni are performing poorly. This finding is in line with (Nthenge, 2017), who emphasised that head teachers were mandated by MOE and TSC to ensure teachers have excellent attendance records. On the other hand, the two items with regard to head teachers consulting the learners as part of teachers' supervision (mean

score of 3.85) and supervision of teacher-learner interactions during classroom observations (mean score of 3.97) depicted the lowest mean scores. These shortcomings can be explained by the views of quality assurance officers, who raised the issue of large school sizes. This result on the shortcoming in instructional supervision is in line with the argument by (Qutoshi & Khaki, 2014), in the study based in Pakistan community schools, which deemed instructional supervision a complex undertaking for head teachers, especially in the face of resource constraints.

From figure 4.4 the results indicate that 50.8% of the teachers rated overall instruction supervision as very good; 21.1% rated it as fair; 18.1% rated it as excellent; 7.5% rated it as poor; and 2.5% rated it as very poor. A mean score of 3.74 and a standard deviation of 0.925 were posted regarding overall instruction supervision. With regard to the overall rating of overall instruction supervision, the results in Figure 4.4 showed that 51% rated overall target setting in the surveyed schools as very good; 22% rated it as fair; 19% rated it as excellent; 6% rated it as poor; and 2% rated it as very poor. The results in Table 4.11 represent a critical value of 61.567, and a p-value was less than 0.05, showing that there is a statistically significant relationship between head teacher's instructional supervision and learners' academic performance in public primary schools in Makueni County, Kenya. The null hypothesis was thus rejected and the alternative hypothesis that there was a statistically significant influence of head teacher's instructional supervision on learners' academic performance in public primary schools in Makueni County, Kenya, was thus accepted. The Chi-Square test results imply that learners in primary schools where head teachers undertake instructional supervision perform better than learners in primary schools where head teachers do not undertake instructional supervision. The result is in concurrence with several studies, including (Usman, 2015) and (Mutinda, 2016), which have found that effective instructional supervision by head teachers directly impacts learners' academic performance.

These findings suggest that when head teachers actively and effectively supervise teaching and learning activities, it positively influences learners' academic performance. By

providing clear guidance, support, and feedback to teachers, head teachers can improve the quality of instruction and create a conducive learning environment for learners.

5.3 Target setting and learners' academic performance

The second objective of the study was to examine the influence of the head teacher's target setting on learners' academic performance in public primary schools in Makueni County, Kenya. The results from teachers in Table 4.12 and head teachers in Table 4.13 showed consensus on the nature of target-setting activities by head teachers in the surveyed schools. The two target-setting activities that had the highest mean scores were with regard to the head teachers engaging teachers in analyzing the previous year's KCPE results before setting the target for the year (mean score of 4.37) and the head teachers assisting teachers in setting national examination targets (mean score of 4.17). The two items which were deemed not to be well established as they had the lowest mean scores were with regard to the head teachers ensuring that the targets set are SMART for the top ten pupils (mean score of 3.86) and the issues of the schools achieving their set targets (mean score of 3.8). These findings highlight the importance of involving teachers in academic data analysis and national examination target setting, as well as ensuring that targets are SMART.

With regard to the overall rating of target-setting practices, the results illustrated in Figure 4.5 indicate that 51% of the teachers rated overall target setting in the surveyed schools as very good; 22% scored it as fair; 19% rated it as excellent; 6% scored it as poor; and 2% rated it as very poor. A mean score of 3.8 and a standard deviation of 0.875 were posted regarding the overall target-setting activities by the head teachers in the surveyed schools. The QASOs indicated that the Ministry of Education encouraged target setting by head teachers for teachers, pupils and schools. QASO1 indicated that the targets provide direction and focus for the learners, teachers and the school fraternity at large. The Ministry's encouragement of target setting reflects the belief that clear goals and objectives contribute to effective teaching and learning.

Drawing results in Table 4.14 show a Chi-square critical value of 114.835, and the p-value of 0.03 was less than 0.05 which showed that there was a statistically significant

relationship between target setting by head teachers and learners' academic performance. The null hypothesis was thus rejected, and the alternative hypothesis that there was a statistically significant influence of target setting on learners' academic performance in public primary schools in Makueni County, Kenya, was thus accepted, however, from Table 4.12 it shows that some 32 % of schools were not setting targets and 44 % were not achieving targets suggesting that learners in schools where head teachers undertake target-setting activities perform better while learners in schools where head teachers do not undertake target-setting activities were performing poorly.

However, it is noteworthy to highlight the comments by QASO4 that, unrealistic targets are associated with examination cheating and demoralized pupils. The comments raise an important point regarding the potential negative influence of unrealistic targets on learners' academic performance. It suggests that when targets are set in an unrealistic or overly demanding manner, it can lead to adverse consequences such as examination cheating and demoralization among pupils who are unable to meet those targets.

5.4 Head teachers' leadership styles and learners' academic performance

The third objective of the study was to establish the influence of the head teachers' leadership styles on learners' academic performance in public primary schools in Makueni County, Kenya. The results in Figures 4.6 and 4.7 show that democratic, transformative, and participative leadership were the dominant styles of leadership practised by the head teachers in the surveyed primary schools in Makueni County. Results in Table 4.15 indicate that teachers on the nature of leadership styles rated highly the issues of head teachers, as the schools' heads, insisting on excellence in academic performance and commitment (mean score of 4.41) and head teachers delegation of key roles and responsibilities to other teachers (mean score of 4.34). The teachers rated lowly the issues of head teachers reprimanding poorly performing teachers (mean score of 3.45) and also the issue of head teachers consulting with the teachers before making decisions (mean score of 3.86).

On their end, results represented in Table 4.16 represent that head teachers who maintained a strong rapport with teachers and commitment to academic performance issues were the

highly rated leadership characteristics, as shown by mean scores of 4.54 and 4.5, respectively. Leading by example, encouraging collaborations and insistence on academic excellence were all rated at 4.47. However, the head teachers deemed reprimanding poorly performing teachers as a bit undesirable leadership characteristic as it had the lowest mean score of 3.66. These findings suggest that the head teachers in the surveyed primary schools in Makueni County demonstrated positive leadership attributes, particularly in terms of their commitment to academic performance, maintaining strong relationships with teachers, and promoting collaboration. However, it is evident that there is room for improvement in areas such as consultation with teachers before making decisions and the approach to handling poorly performing teachers.

With regard to the overall rating of leadership styles characteristics, the results in Figure 4.8 shows that 49% rated overall head teachers' leadership styles in the surveyed schools as very good; 22% rated them as excellent; 21% rated them as fair; 6% rated them as poor; and 2% rated them as very poor. A mean score of 3.8 and a standard deviation of 0.875 were posted regarding overall leadership style characteristics. The results in Table 4.17 show a Chi Square critical value of 80.0965, and the p-value was less than 0.05 which indicated that there was a statistically significant relationship head teacher's leadership styles and learners' academic performance. The null hypothesis was thus rejected, and the alternative hypothesis that there was a statistically significant influence of head teachers' leadership styles on learners' academic performance in public primary schools in Makueni County, Kenya, was thus accepted. These results imply that the leadership style exhibited by head teachers in public primary schools in Makueni County plays a crucial role in shaping pupils' academic outcomes.

5.5 Head teachers' involvement in teacher motivation and learners' academic performance

The study's fourth specific objective was to establish how head teachers' involvement in teacher motivation influences learners' academic performance in public primary schools in Makueni County, Kenya. The results in Table 4.9 show that 61% of the teachers indicated that there was no clear policy on teachers' motivation in their respective schools, while

39% indicated that there were clear teachers' motivation policies in the schools. Results in Tables 4.18 and 4.19 show there was consensus among teachers and head teachers on the involvement of the head teachers in teachers' motivation in the schools. The head teachers regularly encourage teachers to meet the set goals or examination score targets (mean score of 4.15 as per teachers and 4.32 as per head teachers). The head teachers have created a favorable working environment for teachers (mean score of 4.05 per teacher and 4.44 per head teacher). The issues of head teachers offering certificates to top teachers (mean score of 2.67 as per teachers and 2.89 as per head teacher) and providing trophies for the best-performing teachers (mean score of 2.73 as per teacher and 2.96 per head teacher), were rated lowly. The findings imply that clear motivation policies, regular encouragement from head teachers, and the creation of a positive working environment are crucial factors for teachers' motivation in primary schools.

The results in Figure 4.10 show that 47% rated overall head teachers' involvement in teachers' motivation as fair; 38% indicated it as very good; 22% rated it as excellent; 6% rated it as poor; and 1% indicated it as very poor. A mean score of 3.45 and a standard deviation of 0.738 were posted regarding overall head teachers' involvement in teachers' motivation. Based on the interviews, it emerged that education stakeholders supported the use of available resources and methods to motivate teachers in primary schools.

Based on the results in Table 4.20, a Chi-square critical value of 122.888 was as significant as the p-value which was less than 0.05. Therefore, the alternative hypothesis, which stated that there was a statistically significant influence of head teachers' involvement in teachers' motivation on learners' academic performance in public primary schools in Makueni County, Kenya, was accepted. The findings suggest that when head teachers actively engage in motivating teachers, it positively impacts the learning environment and student outcomes. Motivated teachers are more likely to be committed, enthusiastic, and dedicated to their teaching responsibilities, which can ultimately enhance students' academic performance.

CHAPTER SIX

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter provides the study conclusions based on the results presented in Chapter Four and the discussions in Chapter Five. The chapter also gives policy and practice recommendations as well as suggestions for further research.

6.2 Conclusions

6.2.1 Instruction supervision and learners' academic performance

The study established the effects of instructional supervision on the learners' academic performance as guided by the first objective. The study found that the head teacher's instructional supervision has a statistically significant influence on learners' academic performance in public primary schools in Makueni County, Kenya. The results from teachers and head teachers highlight the head teachers' positive practices in instructional supervision, such as explaining the role of supervision, discussing methods and timing, in addition to ensuring teacher presence, attendance, and punctuality. Based on the study findings, both teachers and head teachers recognized the significance of instructional supervision in improving teaching and learning outcomes. However, some teachers disagreed that their principals were supervising the teaching activities. The study therefore concludes that if head teachers supervised the teaching and learning activities consistently and effectively, the learners in primary school would perform well in their examinations. While supervision is an important facet of performance, some head teachers were not supervising teaching aspects which might have contributed to the poor performance of learners.

6.2.2 Target setting and learners' academic performance

The study established that head teachers' target-setting practices influence learners' academic performance in public primary schools in Makueni County, Kenya as guided by the second objective. The results highlight the positive practices of engaging teachers in examination data analysis, setting national examination targets, and involving pupils in

discussions about targets. The study concludes that the active involvement of head teachers in performance analysis allowed for a comprehensive understanding of the student's performance and areas for learners' academic improvement. The study also concludes that it is important for head teachers to engage pupils and parents in the target setting for better learners' academic performance in primary schools. Therefore, the study concludes that the poor performance in Makueni is not brought about by a lack of target setting.

6.2.3 Head teachers' leadership styles and learners' academic performance

Based on the third objective, the study established that head teachers' leadership styles that were predominant in Makueni County were democratic, transformative, and participative which had a positive influence on the academic performance of learners in public primary schools in Makueni County, Kenya. The relationship between leadership style and academic performance was statistically significant. This implies that head teachers who prioritize academic excellence and delegate responsibilities to teachers are highly rated by the respondents. Despite this crucial relationship, the study shows that most head teachers don't have a superiority complex and don't engage and guide their teachers and this could explain the poor performance in Makueni. Additionally, the study findings reveal that some head teachers do not consult with teachers before making decisions and reprimand poorly performing teachers. This is likely to lead to poor performance.

6.2.4 Head teachers' involvement in teacher motivation and learners' academic performance

The study found that the majority of the teachers (61%) said that they did not receive any motivation from the school. Teachers' motivation had a statistically significant relationship, with learners' performance. the study concludes that the poor performance in Makueni could be due to a lack of motivation among the teachers.

6.3 Recommendations

The following recommendations were made in line with the study objectives

- i. The study recommends the adoption of a leadership style that enhances communication, enhance collaboration between head teachers and their teachers to improve the performance of their schools.
- ii. Quality Assurance to ensure that head teachers supervise teachers' activities effectively including teaching documents to ensure good performance in their school.
- iii. Board of Management and Teachers Service Commission should initiate ways of motivating teachers to enhance the performance of their learners.

6.4 Suggestions for Further Research

This study is a continuation of studies seeking an understanding of factors influencing learners' performance in Kenyan schools, especially public primary schools. Further studies can also be conducted in other contexts, such as in other counties in Kenya or other education institutions, such as secondary schools and tertiary education institutions.

There is also an opportunity for further studies that may focus on how each of the four independent variables under consideration in the study influences learners' academic performance in primary schools in Makueni. More research on causes of poor performance other than the studied ones is suggested

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APPENDICES

Appendix i: Introduction Letter

Dear Respondent.

REQUEST TO PARTICIPATE IN RESEARCH STUDY

My name is A. Mbula, a doctorate student at SEKU-Kitui. I am conducting an academic research study titled “Assessment of Head Teachers’ Management Practices on Learners’ Academic Performance in Public Primary Schools in Makueni County, Kenya”. The research is towards the partial fulfilment of the requirements for the award Degree of Doctor of Philosophy in Educational Administration.

As a teacher, your opinion is of utmost importance to the study’s success, and the results will contribute towards identifying management practices that would enable schools to ensure better teaching and learning experiences for good academic performance among learners.

I’d be very grateful if you could take a few minutes out of your busy day to fill out the attached questionnaire. Your answers will be kept secret, and none of your personal information will be shared or made public. Upon completing the study, I am glad to share the results from the research with anyone interested. The questionnaire has six sections. Please complete each section as guided. The provided questionnaire has been designed to collect crucial information from the teachers. The information gathered is for academic purposes only. Kindly sign below as an indication you have agreed to fill out the questionnaire.

Signature: _____

Yours Faithfully,

A. Mbula

Doctorate Student, SEKU- Kitui.

Appendix ii: Questionnaire for Teachers

Introduction

This questionnaire is aimed at gathering information on the assessment of head teacher management practices on learners' academic performance in public primary schools in Makueni County, Kenya. Kindly respond to each section.

Section A: General Information

Kindly provide the following by placing a \surd in the appropriate box

What is your Gender? Male Female Prefer not to say

How long have you been a teacher (Your work experience)?

0-5 years 6-10 Years 11-15 Years

16-20 years Over 20 years

How long have you been a teacher in Makueni county?

0-5 years 6-10 Years 11-15 Years

16-20 years Over 20 years

Section B: Instructional Supervision

The statements in the table relate to instructional supervision in primary schools. Please indicate your agreement with the following statements; **Use; Strongly Disagree (1); Disagree (2); Uncertain (3); Agree (4) Strongly Agree (5)**

| Instructional Supervision | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| 1.1 The head teacher explains the role of instructional supervision to teachers | | | | | |
| 1.2 The head teacher discusses on the method of supervision with | | | | | |
| 1.3 The head teacher discusses and agree with teachers on the timing of the supervision | | | | | |
| 1.4 The head teacher ensures that teachers are present in school | | | | | |
| 1.5 The head teacher oversees that teachers are punctual to their classes | | | | | |
| 1.6 The head teacher supervises and oversees teachers' use of effective instructional methods that meet educational policies | | | | | |
| 1.7 The head teacher frequently assesses teachers' lesson plans | | | | | |
| 1.8 The head teacher supervises teacher-learner interactions during classroom observations | | | | | |
| 1.9 The head teacher interacts with the teacher during the observation | | | | | |
| 1.10 The head teacher conducts regular staff meetings to discuss teaching issues | | | | | |
| 1.11 The head teacher consults the learners in as part of teachers' supervision | | | | | |
| 1.12 The head teacher discusses the supervision report with the teachers | | | | | |
| 1.13 The head teacher uses their position to enhance teachers' skills and provide suggestions on how they can improve | | | | | |
| 1.14 The supervision is time consuming | | | | | |
| 1.15 Teachers get training opportunities due to supervision | | | | | |

How would you rate overall teachers' supervision in the school by the head teacher?

Excellent Very Good Fair Poor Very Poor

Section C: Target Setting

The statements in the table relate to target setting in primary schools. Please rate the statements using the scale: **Strongly Disagree (1); Disagree (2); Uncertain (3); Agree (4) and Strongly Agree (5).**

| Target Setting | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1.1 The head teacher assists teachers to set internal examinations targets | | | | | |
| 1.2 The head teacher assists teachers to set national examinations targets | | | | | |
| 1.3 The head teacher engages teachers in analysing previous year KCPE results before setting the target for the year | | | | | |
| 1.4 The head teacher sets KCPE mean score targets with respective teachers | | | | | |
| 1.5 The head teacher engages pupils on KCPE targets | | | | | |
| 1.6 The head teacher engages parents on KCPE targets | | | | | |
| 1.7 The head teacher ensure that the targets set are SMART for each subject | | | | | |
| 1.8 The head teacher ensure that the targets set are SMART for top ten pupils | | | | | |
| 1.9 The head teacher talks about the target in school assemblies | | | | | |
| 1.10 The head teacher prepares target monitoring reports | | | | | |
| 1.11 The head teacher investigates target implementation challenges and strives to find solutions | | | | | |
| 1.12 The head teacher requires that teachers surpass their targets | | | | | |
| 1.13 The head teacher monitors teachers to ensure they consistently achieve the set targets | | | | | |
| 1.14 The head teacher calls teachers to the office to discuss why academic targets are not met | | | | | |
| 1.15 The school achieves it set targets | | | | | |

How would you rate overall target setting practice by the head teacher in the school?

- Excellent Very Good Fair
 Poor Very Poor

Section D: Head teachers' leadership styles

Which leadership style describes the school head teacher best?

Democratic Transformative

Participative Authoritative

Others (Specify): _____

The statements in the table relate to leadership styles among head teachers in primary schools. Please rate the statements using the scale: **Strongly Disagree (1); Disagree (2); Uncertain (3); Agree (4) and Strongly Agree (5).**

| Headteacher leadership style characteristics | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1.1 The head teacher leads by example | | | | | |
| 1.2 The head teacher communicates clearly on performance issues | | | | | |
| 1.3 The head teacher consults with the teachers before making decisions | | | | | |
| 1.4 The head teacher is friendly and accessible to teachers | | | | | |
| 1.5 The head teacher maintains a strong rapport with teachers | | | | | |
| 1.6 The head teacher delegates roles and responsibilities to other teachers | | | | | |
| 1.7 The head teacher encourages collaboration among teachers | | | | | |
| 1.8 The head teacher insists on excellence in academic performance | | | | | |
| 1.9 The head teacher is very committed to academic performance issues | | | | | |
| 1.10 The head teacher is able to mobilise teaching resources | | | | | |
| 1.11 The head teacher allows innovations and improvisation in teaching | | | | | |
| 1.12 The head teacher explains clearly their decisions | | | | | |
| 1.13 The head teacher is very firm in implementation of decisions | | | | | |
| 1.14 The head teacher reprimands teachers who perform poorly | | | | | |
| 1.15 The head teacher is a disciplinarian | | | | | |

How would you rate overall leadership style of the head teacher in the school?

Excellent Very Good Fair

Poor Very Poor

Section E: Teachers' Motivation

There is a clear teachers' motivation policy in the school: Yes No

The statements in the table relate to teachers' motivation in primary schools. Please indicate your agreement with the following statements using the scale: Strongly Disagree (1); Disagree (2); Uncertain (3); Agree (4) and Strongly Agree (5)

| Involvement of head teachers in teachers' motivation parameters | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| 1.1 The head teacher regularly encourages teachers to meet the set goals or examination score targets | | | | | |
| 1.2 The head teacher has cultivated a healthy competitive culture among teachers | | | | | |
| 1.3 The head teacher has ensured teachers are paid for remedial classes | | | | | |
| 1.4 The head teacher provides monetary rewards for the best-performing teachers | | | | | |
| 1.5 The head teacher has organised meals for teachers | | | | | |
| 1.6 The head teacher frequently praises teachers on good teaching practices | | | | | |
| 1.8 The head teacher has created a conducive working environment for teachers | | | | | |
| 1.9 The head teacher organises prize giving days | | | | | |
| 1.10 Head teacher offers gifts to best performing teachers | | | | | |
| 1.11 The head teacher offers certificates to top teachers | | | | | |
| 1.12 The head teacher provides for trophies for the best performing teachers | | | | | |
| 1.13 The head teacher organises trips for teachers | | | | | |
| 1.14 The head teacher organises parties for teachers to celebrate good performance | | | | | |
| 1.15 The head teacher organises financial assistance for teacher in times of need | | | | | |

How would you rate overall teachers' motivation offered by the head teacher in the school?

- Excellent Very Good Fair
 Poor Very Poor

Section F: Learners’ academic performances in public primary schools

How many pupils have joined national schools from the school in past 2 years??

- 1- 10 11-20 21-30 31-40
 41-50 51 and above

The statements in the table relate to academic performance in primary schools. How do you rate your school as far as the following aspects are concerned?

| Learners’ academic performance | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| 1.1 Pupils perform well in class work | | | | | |
| 1.2 Pupils perform well in their homework | | | | | |
| 1.3 Learners surpass their academic goals termly | | | | | |
| 1.4 Learners exhibit excellent internal examination results | | | | | |
| 1.5 The pupils in the school perform well in mathematics | | | | | |
| 1.6 The pupils in the school perform well in languages | | | | | |
| 1.7 The pupils in the school perform well in sciences | | | | | |
| 1.8 The pupils in the school perform well in social studies | | | | | |
| 1.9 The pupils in the school perform well in religious education | | | | | |
| 1.10 The pupils in this school performs well in the county | | | | | |
| 1.11 The school surpasses the average mean scores in the national examinations | | | | | |
| 1.12 The school records high completion rates | | | | | |
| 1.13 The school records recommendable transition to secondary school | | | | | |

How would you rate overall academic performance in the school?

- Excellent Very Good Fair
 Poor Very Poor

Thanks for your time and input!

Appendix iii: Head teachers Introduction Letter

Dear Respondent.

REQUEST TO PARTICIPATE IN RESEARCH STUDY

My name is A. Mbula, a doctorate student at SEKU- Kitui. I am carrying out an academic research study titled “Assessment of Head Teachers’ Management Practices on Learners’ Academic Performance in Public Primary Schools in Makueni County, Kenya”. The research is towards the partial fulfilment of the requirements for the award Degree of Doctor of Philosophy in Educational Administration.

As a head teacher, your opinion is of utmost importance to the study’s success, and the results will contribute towards identifying management practices that would enable schools to ensure better teaching and learning experiences for good academic performance among learners.

I’d be very grateful if you could take a few minutes out of your busy day to fill out the attached questionnaire. Your answers will be kept secret, and none of your personal information will be shared or made public. Upon completing the study, I am glad to share the results from the research with anyone interested. The questionnaire has six sections. Please complete each section as guided. The information gathered is for academic purposes only. Kindly sign below as an indication you have agreed to fill out the questionnaire.

Signature: _____

Yours Faithfully,

A. Mbula

Doctorate Student, SEKU- Kitui.

Appendix iv: Questionnaire for Head Teachers

Section A: General Information

Kindly provide the following by placing a \surd in the appropriate box

What is your Gender? Male Female Prefer not to say

Please indicate your age-group:

Below 35 years 35-44 years
45-54 years Over 54 years

Please indicate your highest academic qualification:

Doctorate or PhD Masters' Degree
Bachelors' Degree Higher National Diploma
Other (please specify): _____

How long have you been a head teacher in Makueni County?

0-5 years 6-10 Years 11-15 Years
16-20 years Over 20 years

How long have you been a head teacher in the current school?

0-5 years 6-10 Years 11-15 Years
16-20 years Over 20 years

Section B: Instructional Supervision

The table contain instructional supervision activities by head teachers in primary schools. Please indicate the extent to which you perform the supervision activities using: Not at all (1); Very Little Extent (2); Little Extent (3); Great Extent (4) Very Great Extent (5)

| Instructional Supervision | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| 1.1 I explain the role of instructional supervision to teachers | | | | | |
| 1.10 I hold discussions with teachers on the method of supervision | | | | | |
| 1.11 I discuss and agree with teachers on the timing of the supervision | | | | | |
| 1.12 I ensure that teachers are present in school | | | | | |
| 1.13 I oversee that teachers are punctual in their classes/lessons | | | | | |
| 1.14 I supervise and oversee teachers’ use of effective instructional methods that meet educational policies | | | | | |
| 1.15 I frequently assess teachers’ lesson plans | | | | | |
| 1.16 I supervise teacher-learner interactions during classroom observations | | | | | |
| 1.17 I interact with the teacher during the observation | | | | | |
| 1.10 I conduct regular staff meetings to discuss teaching issues | | | | | |
| 1.11 I consult the learners in as part of teachers’ supervision | | | | | |
| 1.12 I discuss the supervision report with the teachers | | | | | |
| 1.13 I provide constructive feedback to teachers on their instructional practices | | | | | |
| 1.14 I use my position to enhance teachers’ skills and provide suggestions on how they can improve teaching | | | | | |
| 1.15 I recommend teachers for training opportunities after supervision | | | | | |

Explain briefly any other activities you undertake as part of teacher supervision in your school. In your opinion, which of the aforementioned supervision activities have the highest impact on learners? _____

Section C: Target Setting

The table contains target-setting activities in primary schools. Please indicate the extent you perform the listed target-setting activities Use; Not at all (1); Very Little Extent (2); Little Extent (3); Great Extent (4) Very Great Extent (5)

| Target Setting | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1.1 I assist teachers in setting internal examinations targets | | | | | |
| 1.2 I assist teachers in setting national examinations targets | | | | | |
| 1.3 I engage teachers in analysing the previous year KCPE results before setting the target for the year | | | | | |
| 1.4 I set KCPE mean score targets with respective teachers | | | | | |
| 1.5 I engage pupils on KCPE targets | | | | | |
| 1.6 I engage parents on KCPE targets | | | | | |
| 1.7 I ensure that the targets set are SMART for each subject | | | | | |
| 1.8 I ensure that the targets set are SMART for top ten pupils | | | | | |
| 1.9 I talk about the set targets in school assemblies | | | | | |
| 1.10 I prepare target monitoring reports | | | | | |
| 1.11 I investigate target implementation challenges and strives to find solutions | | | | | |
| 1.12 I provide resources and support to help teachers meet set targets. | | | | | |
| 1.13 I monitor teachers to ensure they consistently achieve the set targets | | | | | |
| 1.14 I summon teachers to the office to discuss why academic targets are not met | | | | | |
| 1.15 I use data to monitor progress towards targets | | | | | |

In the various school activities you engage in as part of target planning, could you briefly explain any reasons that could prevent instructors from achieving their goals?

Section D: Head teachers' leadership styles

What best describes your leadership style as a head teacher?

- Democratic Transformative Participative
 Authoritative Others (Specify): _____

The table contains statements on leadership styles and how they influence performance among head teachers in primary schools. Please indicate the extent you feel they apply to you. Use: Not at all (1); Very Little Extent (2); Little Extent (3); Great Extent (4) Very Great Extent (5)

| Head Teacher Leadership Style | 1 | 2 | 3 | 4 | 4 |
|---|----------|----------|----------|----------|----------|
| 1.1 leading by example inspires teachers and students to work hard | | | | | |
| 1.2 the head teacher communication style may discourage teachers work performance | | | | | |
| 1.3 I consult with the teachers before making decisions | | | | | |
| 1.4 I am friendly and accessible to teachers | | | | | |
| 1.5 I maintain a strong rapport with teachers | | | | | |
| 1.6 I delegate roles and responsibilities to other teachers | | | | | |
| 1.7 I encourage collaboration among teachers | | | | | |
| 1.8 I insist on excellence in academic performance | | | | | |
| 1.9 I am committed to academic performance issues | | | | | |
| 1.10 I am able to mobilise teaching resources | | | | | |
| 1.11 I allow teachers to be innovative in teaching | | | | | |
| 1.12 I explain clearly my decisions | | | | | |
| 1.13 I am very firm in the implementation of decisions | | | | | |
| 1.14 I reprimand teachers who perform poorly | | | | | |
| 1.15 I am a disciplinarian | | | | | |

how does the head teachers style of leadership influence performance of the learners? Explain briefly what other leadership attributes you possess that define you as a leader in your school. _____

Section E: Teachers' Motivation

The table contains teacher motivation activities by head teachers in primary schools. Please indicate the extent you perform the activities. Use: Not at all (1); Very Little Extent (2); Little Extent (3); Great Extent (4) Very Great Extent (5)

| Teacher motivation parameters | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| 1.1 the head teacher regularly encourage teachers to meet the set goals or examination score targets | | | | | |
| 1.2 the head teacher have cultivated a healthy competitive culture among teachers | | | | | |
| 1.3 I the head teacher have ensured teachers are paid for remedial classes | | | | | |
| 1.4 I the head teacher provide monetary rewards for the best-performing teachers | | | | | |
| 1.5 I the head teacher have organised meals for teachers | | | | | |
| 1.6 I frequently praise teachers for good teaching practices | | | | | |
| 1.8 I the head teacher have created a conducive working environment for teachers | | | | | |
| 1.9 I the head teacher organise prize-giving days | | | | | |
| 1.10 the head teacher I offer gifts to best-performing teachers | | | | | |
| 1.11 the head teacher I offer certificates to top teachers | | | | | |
| 1.12 I the head teacher provide trophies for the best-performing teachers | | | | | |
| 1.13 I the head teacher organise trips for teachers | | | | | |
| 1.14 I the head teacher organise parties for teachers to celebrate good performance | | | | | |
| 1.15 I organise financial assistance for teachers in times of need | | | | | |

Explain the extent to which motivation has led to improvement learner performance

Any additional comment/suggestion on head teacher management practices and academic performance? _____

Thanks for your time and input!

Appendix v: Interview Guide for Quality Assurance Officers

Dear _____ ,

The purpose of this interview guide is to collect data on the academic achievement of students in public primary education in Makueni County, Kenya, as well as head teacher management techniques. Your provided information will only be utilized to achieve academic objectives..

1. What are the key issues in the guidelines for teachers’ supervision by head teachers? How does this enhance teaching and learning in schools? _____

2. Describe how head teachers supervise teachers can enhance or lower academic performance _____

3. What is the ministry position on academic targets? Why? Explain how target setting affects teaching and learning in primary school? _____

4. What is the ministry’s consideration when hiring head teachers for primary schools? _____

5. Which leadership qualities are considered when head teachers are hired, promoted, transferred or demoted? _____

6. In your opinion, which leadership style works best within primary schools to improve academic performance? _____

7. Which leadership style can be attributed to poor performance in primary schools? _____

8. What is the position of the ministry of education on teachers’ motivation by head teachers? _____

9. Describe the most impressive teachers' motivation approach by head teachers have you encountered?

10. How has academic in Makueni County been in the last two years?

Thank you for participating in the interview.

Appendix vi: Permission to collect Research Data



SOUTH EASTERN KENYA UNIVERSITY
OFFICE OF THE DIRECTOR
BOARD OF POST GRADUATE STUDIES

P.O. BOX 170-90200
KENYA
Email: info@seku.ac.ke

TEL: 020-4213859 (KITUI) KITUI,
Email: directorbps@seku.ac.ke

Our Ref: E70/MTI/30094/2015

DATE: 22nd February, 2023

Ann Mbula Mutua
PhD in Educational Administration and Planning
C/O Dean, School of Education

Dear Mutua


RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Doctor of Philosophy in Educational Administration and Planning, proposal document entitled "*Assessment of Head Teachers' Management Practices on Learners' Academic Performance in Public Primary Schools in Makueni County, Kenya*".

Following a successful presentation of your PhD. Proposal, the School of Education in conjunction with the Directorate, Board of Post graduate Studies (BPS) have recommended that you proceed on and carry out research data collection in accordance with your approved proposal.

During the research exercise, you will be closely supervised by Dr. Selpher Cheloti and Dr. Leonard Kamau. You should ensure that you liaise with your supervisors at all times. In addition, you are required to fill in a Progress Report (SEKU/ARSA/BPS/F-02) which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection as a critical stage in your PhD in Educational Administration and Planning.

 22/02/2023

Dr. Carol Hunja

Ag. Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Academic, Research & Innovation (Note on File)
Dean, School of Education
Chairman, Department of Educational Administration and Planning
Dr. Selpher Cheloti
Dr. Leonard Kamau
BPS Office - To file

Appendix vii: Data Collection Authorization



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION

Telegram:
Telephone: 0101-362-089
Fax:
Email: cc.makueni@interior.go.ke

COUNTY COMMISSIONER
MAKUENI COUNTY
P.O. Box 1-90300
MAKUENI

Ref: MKN/CC/ADM.6/1 VOL.V/67

27th March, 2023

Ann Mbula Mutua
SOUTH EASTERN KENYA UNIVERSITY

RE: RESEARCH AUTHORIZATION

Reference is made to Director General National Commission for Science Technology and Innovation Research License Ref. No. NACOSTI/P/23/24192 dated 16th March, 2023 on the above subject.

You are hereby authorized to undertake research on “Assessment of Head Teachers’ Management Practices on Learners’ academic performance in public primary schools in Makueni County” for the period ending 16th March, 2024.

By a copy of this letter the Deputy County Commissioners are requested to give you the necessary assistance.

A handwritten signature in blue ink, appearing to read 'M. Kagucia'.

M. KAGUCIA
FOR: COUNTY COMMISSIONER
MAKUENI

C.C.
County Director of Education
MAKUENI

Deputy County Commissioners
MAKUENI COUNTY

Appendix viii: NACOSTI Research Permit

| | |
|--|---|
|  REPUBLIC OF KENYA |  NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION |
| Ref No: 463190 | Date of Issue: 16/March/2023 |
| RESEARCH LICENSE | |
|  | |
| <p>This is to Certify that Ms. Ann Mbula Mutua of South Eastern Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Makueni on the topic: ASSESSMENT OF HEAD TEACHERS' MANAGEMENT PRACTICES ON LEARNERS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN MAKUENI COUNTY, KENYA for the period ending : 16/March/2024.</p> | |
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