THE INFLUENCE OF HEAD TEACHERS' INSTRUCTIONAL LEADERSHIP ON ACADEMIC PERFORMANCE: A CASE OF SECONDARY SCHOOLS IN GEM SUB COUNTY OF SIAYA COUNTY, KENYA

BY

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DECLARATION

Declaration by the candidate

I, JOHNSTONE AWILLY, declare that this thesis is my original work and has not been presented for a degree in any University.

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This work is dedicated to my wife Tabither as well as my sons Eugene Odhiambo and Clement Oduor. I sincerely thank them for their moral support that enabled me to complete this work.

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ABSTRACT

The study sought to investigate the influence of head teachers' instructional leadership on academic performance in secondary schools in Gem Sub County, Siaya County. Specific objectives of the study were to establish the influence of the head teachers' internal supervision of teachers and students on academic performance, determine how the level of the head teachers' motivation may influence academic performance, find out to what extent the provision of instructional resources may influence academic performance and to investigate the influence of the head teachers' managerial skills on the same. The conceptual framework for the study was based on the influence of the head teachers' instructional leadership on school academic performance. The study used descriptive survey design involving a population of 29 secondary school head teachers and 542 teachers serving in the 29 schools. All the secondary school head teachers took part in the study while simple random sampling procedure was used to select 30% of the teachers from each school. The study used two sets of questionnaires, an interview schedule and document analysis guide. The reliability of the study was established through a pilot study involving three secondary schools in the neighbouring Ugunja Sub County while validity was determined by my supervisors and lecturers from the school of Education, Moi University. Quantitative and qualitative methods were used to analyze the data. Quantitative analysis involved both descriptive and inferential analyses. Qualitative analysis involved grouping all the data that were similar in content in relation to research objectives. Data was presented using tables, graphs and charts. The results were presented using frequency and percentage tables. The findings of the study showed that the head teachers' regular internal supervision of teachers and students had a significant bearing on the latter's academic achievement. The study also found out that through motivation of teachers and students, head teachers enhanced academic performance in their schools. The study also revealed that the provision of instructional resources was instrumental in student academic achievement. Finally, the study established that the head teachers' management skills play a vital role in human resource management and in the realization of curriculum goals and objectives. Since the head teacher's instructional leadership is associated with high student academic achievement, the study recommends that head teachers should enhance internal supervision of teachers, the MOE should ensure adequate provision of instructional resources, head teachers should redouble and vary their motivational strategies and finally there is need for capacity building particularly for school principals and their deputies. The findings of the study may serve as a reference point for the Ministry of Education on appointment of teachers to positions of leadership. It may also provide valuable input with regard to salient training needs for school administrators.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS AND ACRONYMS

TSC　　　　Teachers Service Commission

MOE　　　　Ministry of Education

BOG　　　　Board of Governors

PDE　　　　Provincial Director of Education

DEO　　　　District Education Officer

PTA　　　　Parents Teachers Association

GOK　　　　Government of Kenya

KCSE　　　　Kenya Certificate of Secondary Education

UNESCO　　　United Nations Education Scientific and cultural Organization

KNEC　　　　Kenya National Examination Council

KESI　　　　Kenya Education Staff Institute

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter presents the background of the study, the statement of the problem, the purpose of the study, objectives, research questions, significance of the study, scope and limitations of the study, the conceptual framework and definition of terms.

1.1 Background of the Study

Considerable evidence exists that a strong instructional leader is a fundamental characteristic of an effective school (Hoy, A; Hoy, W, 2003). They further observe that "The principal is the key to a good school." The quality of the educational program depends on the school principal. Monitoring and providing feedback in the teaching and learning process encompasses behaviour that evolves around the academic curriculum. The qualities of an instructional principal includes being visible throughout the school, providing praise and feedback to students about classroom performance or behaviour and ensuring an uninterrupted instructional time. Instructional leaders focus on ways of improvement to obtain the shared goals of the school.

Promoting school-wide professional development embraces activities that encourage life-long learning. Instructional leaders play an essential role as they can either stifle or enhance professional development of staff members. Leaders enhance professional growth of staff members by building a culture and climate or collaboration and learning

promoting attendance at workshops, conferences and providing resources and in-service that cultivates teacher motivation.

In many countries in the world, head teachers are widely perceived as being critically important in achieving school goals and objectives. Brundett and Smith (2003) in a study based on a sample of 57 schools in England and Wales concluded that effective schools display common features such as a strong purposive leadership by head teachers and committed staff. Their study showed that the impact of the head teacher's leadership on students' outcome is indirectly mediated through a range of complex issues such as teachers' effectiveness and availability of resources.

A school principal is a major player in curriculum implementation and supervision without whom meaningful learning and academic outcomes may not be realized. The success of what is done in school is attributed to the head teacher. He or she is the pivot around which many aspects of the school revolves, being the person in charge of every detail of running the school. Schools can make a difference to student achievement and the head teacher's instructional leadership is one factor that determines academic success. It is therefore important that the performance of a school is appraised against the performance of the person who leads it.

The Kenya Government recognizes the importance of improving the overall education levels of all Kenyans within the context of poverty reduction and economic growth (Republic of Kenya, 1988). Increased investment in human capital including health and

education is one of the major pillars of the government's overall economic recovery strategy (Psacharopoulos and Woodhall, 1988).

A report by The Steadman Group, a research based non governmental organization, entitled; "Where are the "Ds" and "Es"? Does our education system make or break them?" presents grim statistics on the future of secondary school education in Kenya (Steadman Group, 2009). The research shows that more than half of 1.3 million candidates who have sat form four exams in the last four years had obtained mean grades that were between E and D+. At least 100,000 of the average 300,000 candidates who sit KCSE examinations each year do not attain grade C, the minimum entry grade for tertiary education. The study further shows that half of the 304,000 candidates who took their examinations in the year 2008 scored mean grades that were below D+. Upon tracing the candidates in their post school employment activities, the research established that 30% were in self- employment, while 29% were formally employed. The remaining 41% were jobless.

 These startling revelations by The Steadman Group (2009) presents a prima facie evidence that secondary school education in Kenya needs to be re-examined. Mass failure at KCSE as highlighted above may be attributed to the head teachers' ineffective leadership in some of the learning institutions.

According to Griffin (1996), the trend of appointing teachers to headship positions to meet demands of "mushrooming" schools without prior preparation for leadership is the major cause of ineffective leadership in secondary schools. He says that a majority of

current head teachers went through schools that had autocratic systems hence they end up replicating the same when they become head teachers. Head teachers should develop democratic working environments with open communication systems in their schools as this enhances the teaching and learning process since teachers and students are incorporated as active participants. Kwakwa (1973) describes the head teacher as the keeper of keys, the director of transportation, the publisher of hand books, the director of public relations and when time permits, the instructional teacher. The head teacher is therefore a strategic personality in the school.

It is intriguing that even though the Kenya government spends 40% of its recurrent expenditure on education, disparities in performance still persist in secondary schools. (Gok: 1988). These variations have raised a lot of concern as the government expenditure on education is not only aimed at increasing enrolment but it is also meant to ensure that quality is improved in these institutions to allow for maximum output from given resources at minimum costs.

Even though all secondary schools do the same national examinations and follow the same syllabus, disparities in performance are noted every year in Kenya Certificate of Secondary Education Examination results. Nsubuga (2000) points out that those students who perform poorly in KCSE end up being disadvantaged in society where it is not just a matter of acquisition of "education" which counts if one is to get employment, but rather, the attainment of good grades.

1.2 Statement of the Problem

There is a glaring disparity in academic performance between secondary schools in Gem Sub County. Performance of the sub county in national examinations between the years 2008-2010 was examined as shown in Table 1.1 that appears in appendix I.

The table gives an analysis of KCSE performance of students in the 29 secondary schools in Gem Sub County for the past three years. Due to ethical reasons, the schools have been assigned pseudonyms for anonymity. Data in the table reveal that many schools persistently post poor examination results. What is puzzling about this poor performance in national examinations, however, is the fact that secondary schools in the area are provided with trained teachers and also select pupils from primary schools based on their KCPE pass marks. It is also important to note that The Ministry of Education through the T.S.C appoints and posts head teachers to secondary schools after a thorough interview and a rigorous vetting process.

If promotion to secondary school leadership in the country and Gem area in particular is as procedural as alluded to above, then the wide gap between schools that perform well and those that register poor results in national examinations as already highlighted should be a matter of concern to stake holders and policy makers in education.

Table 1.2 shows school categorization based on Gem Sub County KCSE examination results.

Table 1.2: School Categories in Terms of Mean Score (2008-2010)

Category	Number	Percentage
High performing schools	4	13.8
Low performing schools	25	86.2

Key
High performing schools: mean score of 6.00 and above
Low performing schools: mean score of 5.9 and below

The above statistics shows that13.8% of the 29 secondary schools in the sub county are high performing, while 86.2% are low performing. The high percentage of low performing schools reflects the general picture of poor academic performance in Gem. The issue of poor academic performance in examinations signifies a critical impediment to development in any country since education is a major pillar to economic growth (Atkinson, 1987). As already noted, head teachers play a critical role in determining academic performance. Their supervision of teachers determines the level of teacher input and student academic outcomes.

Brundett and Smith (2003) observe that there appears to be a link between the head teachers' leadership and students' academic performance. The current study, however, sought to find out whether there is a link between the head teachers' instructional leadership and students' academic performance. If indeed the said link exists, what then constitutes it? It was therefore necessary to investigate the link through this study as reasons for this poor performance of 86% of secondary schools in the sub county could not be easily discerned without focused investigation. While most of the studies focused on performance and how the head teachers' leadership influences it, few studies have

narrowed research on the head teachers' instructional leadership and how it would impact on students' performance. The study has therefore filled the gap in knowledge particularly in Gem Sub County with reference to the head teachers' instructional leadership visa avis students' performance in national examinations.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of the head teachers' instructional leadership on academic performance in Gem Sub County.

1.4 Objectives of the Study

Overall objective

The overall objective of the study was to investigate the influence of the head teachers' instructional leadership on academic performance.

Specific objectives

a) Investigate the influence of the head teachers' supervision of teachers and students on academic performance.

b) Determine how the head teachers' motivation of teachers may influence academic performance.

c) Establish to what extent the provision of instructional resources may influence academic performance.

d) Investigate the influence of the head teachers' management skills on academic performance

1.5 Research Questions

In an attempt to examine the influence of the head teachers' instructional leadership on academic performance, the study addressed the following questions:

a) How does the head teachers' supervision of teachers and students influence academic performance?

b) How does the head teachers' motivation of teachers influence academic performance?

c) To what extent do the head teachers' provision of instructional resources influence academic performance?

d) How do the head teachers' management skills influence students' academic performance?

1.6 Significance of the Study

The study sought to explore the influence of the head teachers' instructional leadership on students' academic performance in Gem Sub County. Findings of the study would therefore serve as a reference point for head teachers in Gem Sub County on management skills that would lead to improvements in national examinations. Besides, the findings would also enlighten school managers on how to address the problem of poor performance in national examinations. The study would also benefit Kenya Education Management Institute (KEMI) with regard to salient training needs for head teachers that need to be addressed in Gem. Finally policy makers will hopefully adopt the recommendations made in this research for use in educational institutions

1.7 Scope of the Study

The study was carried out in 29 public secondary schools in Gem Sub County that presented candidates for KCSE Examinations between 2008 and 2010.The research was confined to the influence of the head teachers' instructional leadership on academic performance. All the head teachers in the 29 secondary schools together with a sample of 162 teachers in the sub county took part in the study. These teachers provided information on the head teachers' instructional leadership and its influence on academic performance.

1.8 Justification of the Study

The justification for this investigation rested on the need to explore possible solutions to the declining student academic performance occasioned by the wide gap between the low performing and high performing schools in national examinations. Indeed, Gem Sub County KCSE examination result analysis for the three year period (2008-2010) that the study focused on revealed that a majority of secondary schools post dismal results. It is intriguing that the schools which had the lowest mean scores (low performing schools) constitutes an overwhelming 86.2% of all the schools in the sub county while schools that registered the highest mean scores (High performing schools) are a paltry 13.8%. It is this poor K.C.S.E performance in Gem that necessitated the research. The study thus sought to establish reasons and possible solutions to this dismal performance.

1.9 Limitations of the Study

In this study, there were a number of limitations; although initially the sample size was appropriate for the population represented by the study, 7% of the principals did not

participate in the interview. Likewise, 5% of the teachers did not return questionnaires. However this reduced the sample marginally since the sample size chosen for the study was a fair representation of the population. Secondly, given that the study covered Gem Sub County only, the findings may not be sufficient enough to make generalization to reflect the situation in other parts of the country.

In this study, performance was only limited to KCSE results (summative evaluation). Formative evaluation was not considered. Further more, determination of the relationship between the head teachers' instructional leadership and academic performance was inferred from the head teachers' involvement in supervision (among other factors) which is an attribute of effective schools. Therefore, this relationship was not based on statistical analysis.

Finally, the researcher had some difficulties in administering the interview as had been planned previously since head teachers hold administrative positions and most of them had a tight schedule. Class teachers were also expected to fill in questionnaires which was quite involving given the fact that many of them had other duties to attend to. The researcher overcame these problems by revisiting the stations to interview head teachers and to collect the remaining questionnaires.

1.10 Assumptions of the Study

The following were the basic assumptions of the study:

i) The Kenya Certificate of Secondary Education Examination is a reliable and accurate instrument for measuring students' academic performance at secondary school level.

ii) Human and material resources are provided for and effectively used for teaching.

iii) The participants read and understood all the items in the research instruments used in data collection and gave their honest views.

iv) The head teacher is the central factor in determining academic performance in school.

1.11 Conceptual Framework

The study was conceptualized based on the variables that were used in the study. In this case the study assumed that academic performance is influenced by the head teachers' instructional leadership. Such leadership encompasses the head teachers' effective internal supervision of personnel, optimum level of motivation, provision and effective use of instructional resources, and the head teachers' managerial skills (Figure 1). The figure shows that the head teachers' instructional leadership implies that there is

effective internal supervision, optimum level of motivation, provision of instructional resources and the head teacher's management skills that enhance learning. This leads to effective teaching and learning process which contributes to high academic performance. The conceptual model was useful to the study in various ways; first, the study was based on the premise that the head teachers' instructional leadership plays a significant role in determining academic performance. Secondly, the head teachers' instructional leadership encompasses a variety of tasks whose accomplishment positively affects academic performance.
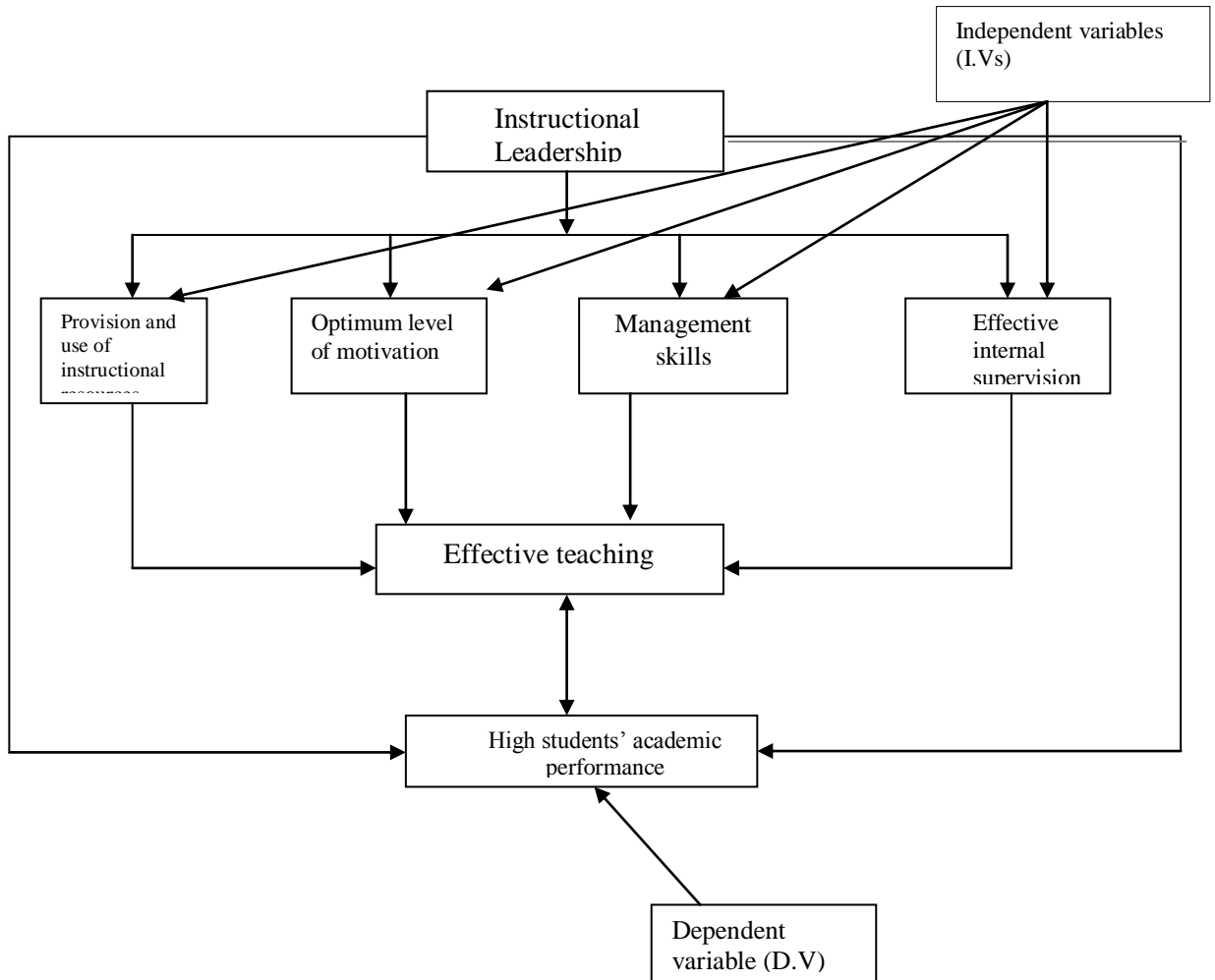
Figure1: Conceptual framework model

Source: Self

1.12 Definition of Operational Terms

In order to facilitate easy understanding of the research, the following terms were defined operationally.

Instructional leadership: Leadership that is focused on the achievement of instructional goals through effective teaching and learning process.

Performance: Refers to degree or accomplishment of tasks measured in terms of academic results and performance at KCSE.

Influence: Is the ability of the head teacher's leadership to impact positively or negatively on the performance of students.

Academic achievement: The level of performance in KCSE as measured in terms of total marks obtained.

High performing schools: Schools that register a mean score of between 6.00 and 12.00 in KCSE.

Low performing schools: Schools that post a mean score of 5.9 and below.

Instructional resources: A variety of materials which influence student's learning and the instructor's teaching

Motivation: Internal and external factors that stimulate desire and energy in teachers and students to attain objectives as set by the school.

Head teacher's Management skills: Strategies a head teacher uses to assist in the effective management of the school in order to achieve quality education.

Internal supervision: The action or process of watching and directing what the staff and students do in school with a view of achieving institutional goals and objectives.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter reviewed literature related to the head teacher's instructional leadership and its influence on academic performance. Literature reviewed had information on leadership and school management as well as instructional leadership. Key components of instructional leadership such as internal supervision, motivation, provision of instructional resources as well as the managerial skills of the head teacher have also been examined in this chapter. Literature reviewed was from Kenya as well as other countries in the world.

2.1 Leadership and School Management

Leadership is the process of influencing people and providing an environment for them to achieve team or organizational objectives (Olembo and Wanga, 1992). It is clear from the foregoing definition that effective leadership helps groups of people define their goals and find ways of achieving them. They use power and persuasion to ensure that followers are motivated to achieve specific goals. Leaders also arrange the work environment such as allocating resources and altering communication patterns so that employees can achieve objectives more easily.

It is important to draw a distinction between leadership and management. According to Kotter (1990) leadership involves the functions of establishing directions, aligning

people, motivating and inspiring, with a purpose of producing a useful change. Establishing direction involves developing a vision of the future, and strategies for producing the needed changes to achieve that vision. Aligning people involves communicating the direction by words and deeds to the key people. Management on the other hand is a process that involves planning organizing and staffing, controlling and problem solving. The outcome of management is a predictable consistent result. Effective managers usually concentrate on planning, coordinating and facilitating the work, without neglecting interpersonal relations with subordinates. More effective managers are likely to set high performance goals for subordinates, to use group methods for supervision and to serve as 'linking pin' with other groups and with higher management.

The quality of administrative support and leadership is a critical element in school processes, both for students and for teachers (Okumbe, 1999). Organizational support for teaching and learning takes many forms including such measures as advocating for better conditions and professional development, respecting teachers' autonomy and professionalism and developing inclusive decision making process. Such support has been shown to have impact on student learning. In Malawi for instance, supervisors in the schools that showed the greatest learning gains regularly evaluated teachers, contributing to professional development and improved teaching practice (Kunje, 2009). Even though the aforementioned research was carried out in Malawi, it nevertheless provides useful insights to the present study as it demonstrates the relationship between evaluation and learning outcomes which are vital components of instructional leadership. Unfortunately, however, few head teachers and administrators in developing countries have had any

formal training in leadership functions of schools, and promotions may not be based on management skills (Kunje, 2009). Hoy and Miskel (2008) point out that head teachers should acknowledge the fact that different schools achieve different levels of success even with similar student population.

Head teachers play a critical role in setting the tone, and it is clear that it is their own belief and values, which will influence and dictate their actions. The head of a school is placed in a position of considerable responsibility. He has charge of a community of teachers and pupils and it is to him that all look for guidance and direction. It takes time, experience and determination to become the head of an efficiently organized school. Cole (2004) points out that leadership at work is a dynamic process whereby one individual (the head teacher) in a group is not only responsible for the groups' results but actively seeks the collaboration and commitment of all (staff) in achieving group goals in a particular context and against the back drop of a particular national culture. He suggests that leadership is a dynamic process, implying that there is no one best way of leading. Leadership is essentially about striking the right balance between the needs of people, tasks and goals in a given situation.

It is lamentable to note that despite the central role played by the head teacher there are no set criteria enumerating the skills a person should poses to qualify for appointment as a head teacher (Sang' 2008). Addressing similar concerns, (Davis 1999) added that appointments to positions of leadership is done on the assumption that the pre-service professional teacher training coupled with experience as practicing teachers are enough to enable them discharge their duties effectively. This creates a managerial gap in public

schools since without basic managerial training head teachers are less likely to be knowledgeable in elementary management practices.

It is this managerial gap that the researcher endeavoured to fill through the present study by identifying the head teachers' salient management skills that can effectively facilitate the learning process.

2.2 Instructional Leadership

The head teacher's instructional leadership varies from one school to another and is largely dependent on the head teacher's management philosophy (Wekesa, 1993). As instructional leaders, head teachers are responsible for introducing useful changes aimed at improving the quality of their school's instructional programs. The success of their schools, therefore, is largely dependent on their leadership. According to Andrews as cited in Brandt (1987), principals who are perceived as 'strong leaders' communicate school mission effectively, provide resources for instruction, act as instructional resources themselves for their staff and maintain a high visible presence in all parts of the school. Andrews' study as reported by Brandt (ibid) established a link that teachers' perception of their head teachers' instructional leadership is strongly related to change in student achievement. He studied 100 schools over a three-year period and found the existence of three school types; 'High', 'Average' and 'Low' profile schools. High profile schools benefited from principals who were perceived to be strong instructional leaders. These schools were characterized by high expectations, frequent monitoring of student progress, a positive learning climate and goal clarity. Teachers perceived their work environment as important while the power of the principal's leadership had an impact on student learning. Achievement scores in Mathematics and Reading per student

increased over the period of the study. Teachers had positive perceptions of the quality of their work; they were more productive as shown in the incremental growth in student achievement.

In schools with low and average profiles, the above characteristics were not observed. With regard to student achievement, there was an equal loss in percentage points for every ethnic and socio-economic status group in the school. The present study also explores a similar linkage between the head teachers' instructional leadership and students' academic performance. However, the point of departure between the two studies is the different geographical locations under which they were undertaken. Whereas the above study took place abroad, the current one was conducted in Kenya. Secondly, the above study narrowed down the influence of the head teachers' leadership on students' performance to examination results based on two subjects namely; Mathematics and Reading. The present study while investigating the influence of the head teachers' instructional leadership on academic performance, considered the overall student performance from the perspective of their examination results at KCSE.

Griffin (1996) says that a laissez faire head teacher does not make decisions nor give direction. Teachers establish their own objectives and decide whatever they may want to do. This type of leadership creates a chaotic environment because the hand off approach does not bind the teachers to be accountable. Lambert (2003) furthers this argument. He notes that laissez faire leaders often make decisions behind the scene because they do not have the confidence to face the subordinates whom they often want to please. He observes that this type of leadership is more often encountered in large mismanaged

schools. The above study differs with the present one as the latter advocates for a decisive and strong instructional leader.

In a research study carried by Bush and Bell (2003) in five European cities, 700 teachers were asked to explain the extent to which certain tasks were a problem to their teaching. Over 40% of respondents gave ineffective head teachers as their main problem, saying that they hindered their work because they failed to handle disciplinary cases and did not set standards to be achieved. This study is in agreement with World Bank Report (2009) which states that apart from academic competence, and properly trained teachers, effective school leadership is vital in improving teacher effectiveness and student learning outcomes. The current study has laid emphasis on the head teachers' effective leadership and recommends capacity building and on going teacher evaluation as being instrumental in nurturing that leadership.

Mbiti (2002) believes that principals are managers of their schools and all teachers fall under their authority. The success of any school thus depends on how effective and efficient the principal is. In essence, most scholars agree that proper leadership translates into high student academic achievement. This study intends to corroborate these findings.

Kiarie (2003) notes that effective schools are run by leaders who exercise effective leadership while unsuccessful schools have principals who are bogged down with administrative details which render them unable to engage in leadership activities. The above study concurs with the present one as they both advocate for effective school leadership. The point of departure, however, is the fact that the study cited above was

conducted among primary school teachers. The current study investigated the head teachers' instructional leadership at secondary school level.

Wekesa (1993) investigated the impact of the head teachers' instructional leadership on student academic achievement in Kenya. The study revealed that a strong relationship exists between instructional leadership and four characteristics of schools; High expectations, positive learning climate, frequent monitoring and dedicated staff. The study further revealed that schools with strong instructional leadership had high mean scores as opposed to schools with weak instructional leaders. The study also found that schools with strong instructional leadership scored better grades in English and Mathematics than those whose instructional leadership were perceived as weak. Wekesa (1993) while carrying out the study in the then Bungoma District in Western Kenya, derived his data from KCSE results from Mathematics and English. The present study investigated the head teachers' instructional leadership based on data generated from the overall student academic performance at KCSE in Gem Sub County. Nevertheless, the above study provides valuable insights into the current one as it demonstrates the existence of a strong correlation between the head teachers' instructional leadership and students' academic outcomes.

Eshiwani (1984) underscored the role of head teachers' supervision and qualifications in determining performance. He argued that since head teachers are instrumental in school performance, they should closely monitor all the activities in their schools. He further noted that it is necessary to set up a minimum level of experience a teacher should acquire before being promoted to school leadership.

The foregoing study is in agreement with the present one as both support strong instructional leadership and experience as hallmarks of effective institutional leadership. However, the above study examined data generated from mock examination results. The present study analyzed data from KCSE examination results.

Further more, whereas the study above sought to find out the relationship between the head teachers' experience and qualification vis-à-vis academic achievement, the current study delved further and investigated how variables such as instructional resources, motivation and the head teachers' management skills may influence academic outcomes.

Mbiti (2002) notes that head teachers ought to realize that effectiveness in school management depends on being able to diagnose and adapt to the dynamics of the ever changing situations; adapt contingency style of leadership where the head teacher deals with problems of administration as they arise. This presupposes that a head teacher can motivate with rewards if the work is exemplary and counsel or punish if the work is not done. These views are further reinforced by Bush and Bell (2003) who asserts that a transformational leader in an educational institution is one who not only adapts to the situation but transforms it through vision, mission, values and attitudes.

Even though the two studies cited above are inclined towards transformational leadership they have a bearing to the current study as both recognize motivation and reinforcement as vital ingredients that facilitate learning.

Eshiwani (1984) observe that the Kenyan Society lays emphasis on academic excellence in national examinations. A head teacher being an educational leader needs to facilitate the shift from poor to quality academic performance by motivating the staff to perform more than they are expected to do. The current study identifies a school manager as an instructional leader, working together with the staff to improve quality of the instructional process by mobilizing resources, generating awareness of the mission and vision of the school and redirecting all efforts towards attainment of school goals and objectives.

Lambert (2003) explains that the days of the principal as a lone educational leader are over. Curriculum leadership should not therefore lie solely with the principal, but teachers should be directly involved and responsible for driving educational processes, including curriculum development, and for providing leadership at various levels within the school structure. The responsibilities of the principal in this regard lie in providing a suitable supportive pedagogic environment where curricula can be effectively and efficiently implemented. A desirable characteristic that emerges from such a situation, in which the principal considers himself as the curriculum leader, is when the role of curriculum leadership is distributed amongst teachers at different levels of the school. The above study supports Kiarie (2003) assertion that leadership that matters is leadership that is sustained, which requires that it is distributed to others. This presupposes that leadership is in fact powerful when it is shared with others. Appropriately the prime task of the curriculum leader is viewed as one of stimulating staff initiative and encouraging creative thinking around curriculum matters. This presupposes that curriculum leaders enable teachers to actively participate in the process

of curriculum implementation and development. The foregoing studies are in agreement with the present one in so far as delegation of duties is concerned. The current study strongly advocates for principle of delegation as a means of distributing power.

In a study by Ngala (1997) titled 'Management of Teachers by head teachers and its influence on pupil academic achievement in Eldoret Municipality', the researcher notes that effective principals exert pressure on teachers and students for high achievement, always assuming instructional leadership role. He also showed that successful principals stressed staff assessment and instructional evaluation when they visited classroom.

2.3 Components of the Head teachers' Instructional Leadership

2.3.1 Supervision of the Teaching/Learning Process

Teacher supervision is a constant and continuous process of personal guidance, constructive advice and encouragement to teachers with a view to improving the learning and teaching process in the school (Ojelabi, 1981).The unprecedented increase in student population in secondary schools occasioned by the introduction of free secondary education has necessitated a greater attention of both external and internal supervision more than ever before. This is more so because school supervision occupies a unique place in the entire education system. If qualitative education is to be realized, school supervision has to be accorded high priority.

Nyamu (1986) conducted a study on supervisory strategies employed by head teachers in primary schools in northern division of Nairobi and observed that supervisory methods that head teachers employed were inadequate since they were limited to the checking of

teachers' professional records. The researcher recommended that head teachers be equipped with supervisory skills so as to improve teachers' productivity.

The study highlighted above is in agreement with the present one. The current study sought to investigate the influence of the head teachers' internal supervision of teachers on student academic performance. The difference between the two studies, however, lies on the fact that Nyamu (1986) conducted his study among primary school head teachers in a different geographical set up (Nairobi County).

According to Mbiti (2002) supervision entails the "tactics of efficient and proper management of personnel". Supervision is concerned with those aspects of administration which are aimed at maintaining the efforts of personnel in line with the goals of the organization. The growth and development of staff in any school is very important in the improvement of performance since staff which is well trained and informed will impart the correct knowledge and skills to learners (Kipkoech, 2004). Staff development can be achieved through giving time off for the teachers to attend programmes such as seminars, workshops, courses and lectures. The head teacher may achieve this by allocating funds for such programmes. A head teacher can also arrange for the invitation of a resource person to update his or her staff on new or current developments in their teaching areas (Kipkoech, 2004). The justification here is that there is need for the teachers to be updated with new changes in the environment that could have far reaching implications on their work now and in the future. The current study sought to find out the impact of teacher motivation on academic performance and whether intrinsic form of motivation such as capacity building can contribute towards the same.

Balozi and Njunge (2004) examined the effectiveness of lesson planning in enhancing learning in the classroom. They observed that most lessons were teacher-centered and lecture method was highly used in conveying content to the learners. This they noted led to poor results in KCSE exanimations. This study surveyed a wide variety of teaching methods that are deemed to enhance learning. The current study, unlike the one cited above, considered the head teachers' instructional leadership as vital in the teaching/learning process. As such it strongly advocates for a close teacher-student contact.

Studies show that teachers who focus on other issues rather than internal supervision record poor results in examinations. Nyamu (1986) observes that many head teachers of schools in Meru District spent more time with finance and business management than with curriculum instruction and student personnel. Nyamu (1986) further noted that head teachers' seem to believe that they are only accountable for financial management of their schools because they are liable for prosecution of financial mismanagement if discovered.

The above study corroborates the present one. In this study, the head teacher is legally seen as the first supervisor because he or she has to play the role of supervision from time to time by checking the teachers' classroom work and assessing their overall performance based on student achievement. The head teacher gives direction on how to attain the goals set by the school. The performance of the school therefore depends on the ability and the capacity of the head teacher. The point of departure between the present study

and Nyamu (1986) is that in the current one, internal supervision is just but one of the many variables that determines academic performance.

2.3.2 Teacher Motivation

There are many definitions of motivation as there is the number of theorists. Saleemi (1977) views motivation as a psychological, dynamic and circular concept whose fulfilment of one need creates the desire for another. This is to indicate that needs are insatiable, cyclical and never ending. The effectiveness of this definition, however, is dependent on the competence of management to understand the needs of employees, which arguably is almost uncertain. Ivancevich (1980) concurs with Saleemi (1997). He describes motivation process as complete after arriving at a set goal. The goal is unsatisfied need or deficiency within an individual that begins the chain of events leading to behaviour to satisfy it. Ways of reaching the goal to ensure the fulfilment of a need is an end in itself and may indicate satisfaction of the individual. This may cease effort towards working for more, which is contrary to popular definition of motivation as an internal process that energizes, directs and sustains behaviour (Nzuve, 1999).

However, Nzuve (1999) is biased in his definition by describing motivation as an internal process which only leans on one type of it (intrinsic) yet extrinsic motivation is complementary. The use of intrinsic motivation alone cannot, however, be relied on to produce desired results. Extrinsic motivation is necessary to provoke and sustain the intrinsic behaviour in meeting the set goals, which is lacking in this definition. The present study looked at both intrinsic and extrinsic motivation and recommended that both be used to facilitate learning.

The importance of motivation to the organization and especially so to educational organization has received the attention of many researchers, writers and theorists. A World Bank Report (2009) entitled: "Teacher Motivation and Incentives in Sub Saharan Africa," presents a damning indictment of the entire education system in Kenya. The report notes that currently, professional development is lacking and most teachers are never promoted in their entire teaching career. Teachers' effectiveness is eroded owing to undue emphasis placed on teacher quantity rather than quality. The report adds that there is limited emphasis on quality teacher selection, mandatory teacher education, induction and on-going evaluation that are hallmarks of establishing an effective teaching force. The report delivers a critical verdict on school leadership; "Apart from academic competence, and properly trained classroom teachers, effective school leadership is vital to improving teacher effectiveness and students' learning outcomes". The study notes that teachers who are "deadwood" in terms of their competence are often promoted as head teachers because of their seniority in the profession (P.21).

The World Bank Report as cited above singles out lack of teacher motivation and incentives as contributing to ineffective school leadership. The current study addresses similar concerns; it underscores the importance of motivation in the teaching/learning process without which meaningful academic outcomes may be difficult to achieve. Therefore, even though the aforementioned research investigated teacher motivation and incentives in the country as a whole, it makes valuable contributions regarding the present study as it paints the picture of the nature of school leadership that prevails in some of the schools in Kenya.

According to Saleemi (1997), motivation encourages the labour force to use their skills and knowledge more efficiently hence improving productivity. The use of motivation will attract more qualified personnel and therefore simplifying the staffing function. Motivated teachers will most certainly motivate students. A teacher who is excited to come to school every day will display a positive attitude towards those around. It is important that a principal, display, at all times, the attitude they would like the students and teachers to emulate. A principal who sets a positive tone can influence the interactions of everyone in the school (Whitaker, 2003). The principals must know how to motivate the teachers around them to become positive role models for the students.

A motivated teacher is empowered to strive for excellence and growth. The most important factor in motivating teachers is to care about them on a personal level. It is about the people, and not the programme that determine the quality of a school (Whitaker, 2003). Principals should take the time to know the teachers and must always treat them as adults. They must know their people in order to motivate them. A great principal will care for the teachers and will create a family type of atmosphere, where everyone is cared for and everyone is treated with respect. They will support the teachers when parents interact, and they will always be there to listen to them.

Teachers need reassurances that they are doing a good job. Praising them in front of the students will also show respect. Principals must offer positive feedback, both publicly and privately (Education World, 2008). A great way to recognize teachers is to reward them. According to Gray-Searles (2009), principals should encourage teachers to seek out professional development opportunities as this will promote growth and allow teachers to

explore new opportunities for student achievement. The current study just like the ones cited above, supports motivation of both teachers and students. It also recommends capacity building as a way of enhancing teacher productivity.

The above sentiments are further advanced by Saleemi (1997) who argues that an effective principal should set aside money in the budget for professional development courses and workshops and arrange time for the teachers to share what they learned with the rest of the staff. This will encourage leadership in those individuals and will empower the staff. Recognizing teacher appreciation week with a free breakfast or lunch and having staff parties where they can bring their families will also help to build a positive school culture. Nzuve (1999) observes that principals who can communicate effectively and honestly with teachers will gain their confidence and appreciation. This includes praising in public and criticizing in private. Having an open door policy where a teacher can come in, at any time, and discuss issues that may bother them without feeling judged or ridiculed is equally important. Having a voice in some decisions and being able to openly discuss problems and concerns with administrators eliminates some common frustrations and encourages teachers to continue doing their work better. However, it is the intrinsic factors that will motivate teachers to high levels of performance. These intrinsic factors include opportunities for professional development, recognition, challenging and varied work, increased responsibility, achievement, empowerment, and authority. The present study like the ones cited above, identifies intrinsic motivation as apowerful tool in the teaching/ learning process.

Griffin (1996) observes that head teachers who think that happiness and harmony were not important in school achievement and that punishment should be prompt on wrong doers would be instilling fear and frustrations which could lead to stress and consequently trigger strikes. To this extent, he says achievement in academics would not be realized.

To reverse this scenario, he suggests that a head teacher conversant with Mc Grogery theory X& Y would treat staff and students with respect because human beings do not dislike work and were capable of improving their performance. Head teacher's concern for staff welfare has an impact on them because the staff perceives the head teacher's gesture and support as important and they reciprocate by performing their tasks. An atmosphere or environment that nurtures the motivation to learn can be cultivated in the home, in the classroom, or at a broader level, through out an entire school.

Much of the recent research on educational motivation has rightly centred on the classroom, where the majority of learning takes place and where students are most likely to acquire a strong motivation to gain new knowledge (Whitaker, 2003). But achieving the goal of making an individual classroom a place that naturally motivates students to learn is much easier if students and teachers function in a school culture where academic success and the motivation to learn is respected and rewarded. An atmosphere where students learn to love learning for learning sake, especially in so far as it evolves into academic achievement is a chief characteristics of an effective school.

There are a variety of ways that goals related to motivation and academic achievement can be communicated. In his review of studies focusing on organizational culture in effective schools, Gray-Searles (2009) cites several studies that indicate that school leaders can communicate their goals by using a wide variety of concrete symbolic tools. These illustrate and confirm what is considered to be important in the school. Davis (1999) echoes this point when he says that values are the bedrock of any institution. He articulates the sense of the organization's philosophy about how it goes about achieving success. The dynamics and logistics of most schools are such that the principal cannot possibly oversee the motivational needs of each and every student. But groups of people can be affected by the culture in which they participate and this domain is under the control and stewardship of the principal.

2.3.3 Provision of Instructional Resources

According to Abagi (1993) instructional resources refer to non projected media materials; both print and non print which assist the teacher to transmit knowledge, skills, concepts and attitudes to a learner to enable him or her achieve lesson or topic objectives with learning as a by-product. They include whatever is used to facilitate teaching and learning. These may include: textbooks, resource persons, journals, computers, newspapers, foolscaps, magazines, printed materials, charts, recordings, videos, DVD's, pictures, exhibits, ICT equipment and accessories, online resources, cartoons, graphs, maps and realia among others. Abagi (1993) stresses that instructional resources must be made available. He states that: There is no sense in having a demanding curriculum without the necessary resources both human and physical.

Apart from the government and the private sector taking an active role, teachers and pupils must be innovative in designing and developing resources (Abagi 1993: 53).

A study by Jepchumba (2010) showed that a lot of material resources were lacking and those available were not properly managed. Just like in the present study, insufficient funds was cited as a major hindrance to the acquisition of these resources.

In yet another study by Luvisia (2003) titled 'Availability and use of instructional resources in teaching Kiswahili Grammar in selected schools in Bungoma District', the researcher argues that teachers who hold positive attitude towards the use of instructional resources are most likely to adopt their use if they are made available in adequate quantities. He also recommended their use during instruction.

Okwako (1994) investigated language learning and established the availability of reading materials as a crucial aspect in language learning. He stated: 'Reading widely requires a student who has the ability to read materials willingly and without any difficulty. A student will acquire different types of materials that are not just concerned with vocabulary but should be interesting as his or her age demands' (Okwako, 1994).

Too (1996) carried out a survey of the availability and use of media resources in Nandi District secondary schools. The survey established that books recommended by (KIE) were not available, and where the books were found to be available, they were not effectively used by teachers. Although Too (1996) conducted his study in Mathematics instruction in Nandi District, his findings are of great help in the present study. It gives the state of instructional resources in Kenyan secondary schools.

Bennars and Njoroge (1994) observe that instructional resources are essential ingredients in successful teaching and learning. They state that: "Teaching aids are an essential requirement for successful teaching. At college and university, student teachers are required to make and use simple and sophisticated teaching aids" (Bennars and Njoroge 1994: 225).

Based on their study on a sample of 57 schools in England and Wales, Brundett and Smith (2003) observed that the impact of the head teacher's leadership on students' outcomes is indirectly mediated through a range of complex issues such as teacher effectiveness and availability of resources. The present study has laid emphasis on the importance of instructional resources and how they can be utilized to improve academic performance. In their latest inspection report, the then Nyanza province quality assurance team lamented that the dismal performance by many schools in Gem Sub County could be attributed to lack of enough instructional resources in many schools in the sub county. The report further pointed out that many head teachers were engaged in the construction and improvement of physical facilities at the expense of instructional resources (Government of Kenya, 2009).

These sentiments are in agreement with those of Mwiria (1985).The researcher asserts that students' performance is affected by the quality of teaching and learning resources hence those schools with adequate facilities such as laboratories stand a better chance of performing well in examinations than poorly equipped ones. Maundu (1987) agrees with

this and suggests that every school should be equipped with relevant text books since they affect variation in academic performance.

A study by Eshiwani (1993) found out that schools that mainly appear in the top ten categories in national performance ranking had adequate text books. This indicates that availability and use of text books among other resources affects students' performance positively. Eshiwani (1993) concluded that a significant factor contributing to poor performance in sciences and mathematics in secondary schools was inadequate supply of science equipment. He observes that instructional materials such as text books and science equipment for both teachers and students are key variables in students' learning and performance at secondary school level.

A study conducted by Olel (2000) looked at optimal utilization of educational resources in schools within Kisumu District. The study revealed that only few schools in the district had above five laboratory rooms. Since no school can provide adequate teaching services without the use of laboratories, she concluded that lack of laboratory facilities was a major contributor to poor performance of some schools in KCSE, because candidates could not effectively answer questions in practical subjects. This study differs with the current one as it was only confined to instructional resources in the science subjects and their impact on academic performance. In the present study, the researcher investigated the influence of a number of independent variables on students' performance. Eshiwani (1983) dwelt on this aspect and found a positive correlation between school facilities and performance of pupils in Nyeri District, where a majority of schools were well equipped, as compared to poor Bungoma District.

A study carried out in Kisumu Municipality by Ouma (1997) found that primary schools that were doing well in national examinations had adequate learning resources. Ouma (1997) further notes that teachers who have to work with fifty children in a mud hut or under a shelter with almost no equipment would find it impossible to implement the kind of activities they have been taught during their training. However, the researcher in the above study concentrated on schools at the primary level in Kisumu Municipality. In the current study, focus was based on secondary schools in Gem Sub County.

2.3.4 Head Teachers' Management Skills

Contemporary educational reforms place great premium on the effective leadership and management of schools. According to (Sang' 2008) an orderly school environment, that is efficient and well managed, provides the preconditions for enhanced student learning. Empirical backing for the relationship between the head teacher's management skills and higher levels of students' academic outcomes exists. The correlational nature of research evidence that is often cited in support inevitably masks the exact relationship between the head teachers' management skills and enhanced students' learning. Consequently, policy initiatives that focus solely on management have difficulty in achieving more than a generalized impact on students' learning. As the chief executives of their schools, head teachers are charged with this daunting task of managing teachers and students among other school resources. Toward this end, Ayot and Briggs (1992) are of the view that input -output studies should be done using learning achieved as seen from students'

examination performance as the quality of leadership makes the difference between the success and failure of a school.

In highly effective schools as well as schools which have reversed a trend of poor performance and declining achievement, it is the head teacher who sets the pace, leading and motivating pupils and staff to perform to their highest potential. Findings of the above scholars are in agreement with the present study. The present study sought to investigate the relationship between students' academic performance and the head teachers' instructional leadership.

Millette (1988) observes that the head teacher has to work a formal system of control, supervise plan and make decisions about various activities in the school. The present study supports views of the above scholar as both advocates for close supervision of the teaching and learning activities with the head teacher assuming a leading role. Dennison and Shenton (1987) observe that managers of education and their counterparts in other sectors are at the centre of conflicting demands. This is in agreement with the views of Hopkins (1987) who maintains that the headteacher has to work out a formal system of control, supervise plan and make decisions about various activities in the school. Mbiti (2002) also suggests that the quality of principals is a relevant indicator of quality schools. Dennison & Shenton (1987) have singled out the nature and quality of headteacher's managerial skills as the major determinant of school effectiveness. The present study also considers the head teachers' managerial skills as a crucial element in school leadership . However, unlike the study above, this was approached from the perspective of insructional leadership.

Management is one of the basic requirements in administration. It is concerned with those aspects of administration which are aimed at maintaining the efforts of personnel in line with the goals of the administration. It is the 'sensory system' in an organization. Mbiti(2002) also notes that management is responsible for maintaining punctaulity and discpline at work, as well as facilitating needed change from outdated patterns of work to modern techniques. For example, a new trend in management has emerged and has been adopted by several organizations both in the private and public sectors known as performance contract. Here, the manager and the employee discuss and agree on certain goals that the employee has to achieve. The employee commits to meet the goals while the supervisor commits to provide the resources that the employee will need in carrying out his or her duties. Their efficiency is measured by the level of achievement over the set targets. These views are applicable to management in general. Nevertheless, they may be of benefit in educational institutions. They are also relevant to the present study as the researcher has singled out head teachers who set targets for their schools as exhibiting effective leadership.

Wekesa (1993) noted that to improve students' performance head teachers are required first to improve the management of their schools. This can be done by setting a clear vision of the school and communicating the same to students, support its achievement by giving instructional leadership, and being visible in every part of the institution that accounts for students' performance. Although the study cited above was done in Bungoma Sub County, sentiments expressed are in line with the objectives of the current

study as the researcher has laid emphasis on the head teacher setting a clear vision of the school and maintaining a visible presence in the school.

The whole issue of students' performance should also be considered from the broad frame work of input and output. One of the core functions of schools is to take human raw materials (students) and convert them into something more valuable, as in employable adults. Of importance, therefore, is the proper management of teachers for its absence will invariably lead to low productivity on the part of the teachers. (Republic of Kenya, 1988).

Eshiwani (1993) notes that the principal's leadership is important in establishing an environment that is favourable to teaching and learning. Adler as cited in (Okumbe, 1999) furthers this argument. He notes that a school must have a principal, one who works with the teaching staff and is their educational leader, not just the school's administrative officer.

A World Bank Report (2009) titled "Education in Sub-Saharan Africa, Policies for Adjustment Revitalization and Expansion" delivers a critical evaluation with regard to school leadership in the country. The report notes in part; "A school's fortune largely depends on the quality of leadership the principal brings to bear on the school community. The power of a principal is measured, not so much by the authority and power he or she wields but the ability to elicit the enthusiastic and voluntary involvement of others in a conducive teaching and learning environment. Regrettably, however, many principals overly rely on bureaucratic logic and order. A number suffer from delusions of the power the education ministry and the TSC has given them over recalcitrant teachers

and truant students. The large turn over of teachers and the suspension of students from schools is symptomatic of a dysfunctional environment that needs intervention by educational officials."(World Bank, 2009: 55).

Whereas the views expressed above may not necessarily be in congruence with the present study, they give a broad picture of the kind of leadership exhibited in some of the secondary schools in the country.

In a research in collaborative school management by Lagat (2001) the researcher argues that a successful head teacher practices a collaborative management by involving stakeholders in the management of the school. According to the study, instructional leadership practices of a head teacher were seen through participation of teachers in decision making, budgeting as well as implementing and evaluating school programs. The role of teachers in this manner, gives rise to collegiality, where teachers are treated as colleagues in leadership whose support the head teacher requires to succeed. The current study concurs with Lagat (2001) in as far as team building and consensus is concerned because a transformational leader is one who has impact on staff and encourages distributed leadership. The point of departure, however, lies on the fact that the researcher does not say what a head teacher should do where indiscipline has taken root or where performance is on the decline. He has not explained inadequacy of instructional resources and level of students' entry marks as factors that may affect academic achievement. In the current study, these factors have been taken into account. The study examined the head teacher's instructional leadership and its influence on

academic performance. It also investigated the influence of the provision of instructional resources on the same.

2.4 Summary of Literature Review

Brandt (2003) established a link between the head teachers' instructional leadership and academic performance based on scores derived from Mathematics and Reading over a three-year period in 100 Schools in England. His study revealed the existence of three types of schools; high profile, average and low profile schools. The study found out that high profile schools benefited from head teachers who possessed strong instructional leadership, whereas average and low profile schools were associated with weak instructional head teachers. The present study has also established a link between the head teachers' instructional leadership and academic performance. However, the point of departure between the two studies is that whereas Brandt (2003) narrowed findings on Mathematics and Reading tests, the present study took a more holistic approach; the results were based on summative evaluation derived from K.C.S.E examinations. Secondly, given the fact that the study cited above took place in England over ten years ago, its findings may not necessarily be generalised to reflect the situation in Gem. This is largely due to difference in social settings, policy and historical backgrounds between the two regions.

Head teachers ought to realize that effectiveness in school management depends on being able to diagnose and adapt to the dynamics of ever changing situations. A transformational leader in an educational institution is one who transforms it through vision, mission ands attitudes. (Bush & Bell, 2003; Mbiti, 2002). Even though these

studies are inclined towards transformational leadership, just like the current study, they identify vision and mission as vital ingredients in instructional leadership.

Nyamu (1986) observes that supervisory strategies employed by primary school head teachers in northern division of Nairobi were inadequate as they were limited to checking teachers' professional documents. Although this study was conducted in a primary school set up, it nevertheless provides an insight regarding head teachers' supervisory strategies in Kenyan public schools.

A World Bank Report (2009) observes that apart from academic competence, and properly trained classroom teachers, effective school leadership is vital to improving teacher effectiveness and students' learning outcomes. The report further notes that most teachers are demoralized as they are never promoted in their entire teaching career; teachers' effectiveness is eroded owing to undue emphasis placed on teacher quantity rather than quality. This report underscores the importance of motivation in the teaching learning process without which meaningful academic outcomes may be difficult to achieve. Motivation encourages the labour force to use their skills and knowledge more efficiently hence improving productivity (Saleemi, 1997; Whitaker, 2003). Although both extrinsic and intrinsic motivational strategies are key in facilitating learning, it is the latter that is more effective Saleemi, (1997; Gray-Searles, 2009; griffin, 1996). The present study singles out intrinsic motivation, among other factors, as a valuable tool that may be employed to aid in curriculum delivery.

Instructional resources are essential ingredients in successful teaching and learning, Bennars and Njoroge 1994; Too, 1996; Mwiria, 1985).The present study unlike the ones cited above strongly recommends improvisation where resources are inadequate. Ouma (1997) found out that primary schools in Kisumu Municipality that were doing well in national examinations had adequate learning resources. Even though Ouma (1997) focused on the influence of instructional resources on pupils in primary schools, the study sheds light on how the provision of instructional resources or lack of it can impact on the learning process.

Wekesa (1993) noted that to improve students' performance head teachers are required first to improve the management of their schools. This can be done by setting a clear vision of the school and communicating the same to students, support its achievement by giving instructional leadership, and being visible in every part of the institution that accounts for students' performance. Although the foregoing study was done in Bungoma Sub County, sentiments expressed are in line with the objectives of the current study as the researcher has laid emphasis on the head teacher setting a clear vision of the school and maintaining a visible presence in the school.

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of others in a conducive teaching and learning environment.."(World Bank, 2009: 55). Whereas the above findings may not necessarily be in congruence with the present study, they give a broad picture of the kind of leadership exhibited in some of the secondary schools in the country.

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CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter covers research design, description of the study area, the study population, sample and sampling techniques, data collection instruments, data collection procedure, validity and reliability of the research instruments and methods of data analysis.

3.1. Research Design

The study adopted descriptive survey design. Mugenda and Mugenda (1999) define survey research as a study wherein a researcher describes existing phenomenon by asking people about their perception or attitudes towards it. Head teachers' instructional leadership and academic performance are events that have occurred and their description helps one understand the relationship between the two. Peil (1992) stated that survey designs have greatly contributed to the understanding of the society and have provided useful up-to-date information on quantitative and descriptive aspects of some part of the population. Descriptive survey explored the opinions, attitudes, perceptions and knowledge of secondary school teachers on the instructional leadership of head teachers.

3.2. The Study Area

This study was conducted in public secondary schools in Gem area, Siaya County, Kenya. Gem Sub County covers a total area of approximately 403.1 kilometres square of land surface (Republic of Kenya 2002-2008).The area lies in Western part of Kenya. Gem borders Emuhaya Sub County to the North East, Kisumu West to the East, Ugenya

Sub County to the West and Rarieda to the South. The Major economic activity is subsistence farming. In the 2009 population census, the sub county had a population of 138,261 (Republic of Kenya, 2010). The poverty index for Gem Sub County is 0.4 (Republic of Kenya, 2010).

3.3. The Study Population

The study focused on 29 public secondary schools in the sub county. The target population for the study was 29 secondary school principals and 542 teachers. There were 4 high performing schools and 25 low performing schools. Secondary schools that met the conditions of the study were those that had presented candidates for KCSE examinations between the 2008-2010.

3.4. Sample and Sampling Techniques

Secondary schools were stratified into high performing with a mean score of 6.00 and above, and low performing schools with a mean of 5.9 and below in KCSE examinations (of 2008 to 2010). Stratified sampling technique was used to select the schools from the categories identified. Oso & Onen (2005) state that stratified sampling is a technique that identifies sub-groups in the population and select from each sub group to from a sample. Due to their small number, all the 29 secondary schools were selected for the study as they were manageable. The 29 principals automatically qualified to participate in the study. There were 388 teachers in low performing schools and 154 teachers in high performing schools. Teachers from each of the schools were selected using simple random sampling technique. At least 30% of teachers in each category totalling 162 were selected to participate in the study. Therefore, together with the 29 school principals, a

total of 191 respondents participated in this study. This information is shown in table 3.1 below.

Table 3.1: Sample Distribution

Population category	Total population	School category		sample		percent	
		LPS	HPS	LPS	HPS	LPS	HPS
Sec. school principals	29	25	4	25	4	100	100
Sec school teachers	542	388	154	116	46	30	30

KEY

LPS- Low performing schools

HPS-High performing schools

3.5. Data Collection Instruments

The main instruments of data collection were questionnaires, interviews and document analysis. The selection of these tools was determined by the nature of data to be collected, the time available and objectives of the study. The questionnaire was preferred for its suitability to this study. It was suitable as a method of data collection because it allowed the researcher to reach a larger sample within limited time. It also ensures confidentiality and thus gathers more candid and objective responses. Questionnaires were prepared for teachers.

Face to face interview was also used because it helped to enlist the cooperation of respondents (head teachers) and establish a rapport with them. Borg et al. (1993) observe

that questionnaires are often used to collect basic descriptive information from a large sample while interviews are used to follow up questionnaires responses

Document analysis guide was also used. The document analysis method focused on the observation of documents that are relevant such as lesson books, schemes of work, school attendance registers and records of work covered with a view to obtaining information on the influence of the head teachers' instructional leadership on academic performance in secondary schools of Gem Sub County. The three instruments, that is, questionnaire, interviews and document analysis guide were used in the study for the purpose of triangulation and confirming information collected from various respondents.

The overall objective of the study was to determine the influence of the head teachers' instructional leadership on students' academic performance in Gem Sub County. The researcher was mainly concerned with perceptions, attitudes and opinions from the respondents. Information of this nature is best collected through questionnaires and interviews (Borg and Gall, 1983). Document analysis technique was used to obtain data on staffing and performance of students in national examinations during the period of the study.

3.5.1. Questionnaires

According to Oso and Onen (2005) questionnaire is an instrument of data collection of items to which the respondent is expected to react to usually in writing. Borg and Gall (1983) observe that a major advantage of using questionnaire technique is that it facilitates rapid derivation of quantitative data. There are two broad categories of

questions that are used in the questionnaires. These are structured or closed ended and unstructured or open ended questions. Structured questions are accompanied by a list of all possible alternatives from which respondents select the answer that best describes the situation (Mugenda and Mugenda, 1999). Unstructured questions give the respondent complete freedom of response. The free response questions permit a respondent to respond in his or her own words.

In this study the researcher employed both structured and unstructured questionnaires. These instruments were used for data collection because of the following merits: the respondents gave the responses using their own words hence making it free from the bias of the researcher. The provision of adequate time for the respondent to give well thought responses is strengthened in the use of questionnaires. The use of questionnaire also enables the researcher to reach the respondents who would not have been approached due to status, social or academic or financial position.

According to Kothari (2004), questionnaires are able to involve larger samples and thus the result obtained can be made more dependable and reliable. This is due to the fact that when a larger number of respondents are involved, the researcher has a wider source of data to select and compare from. Questionnaires were also ideal in the study for the tool allowed teachers who were the respondents to respond to the item at their own opportune time.

Questionnaires were also appropriate for use in the study since the respondents were unlikely to have difficulties in responding to questionnaire items. Being literate, teachers could read the questionnaire items with little help.   Questionnaire was also used since the

study was concerned mainly with variables that could not be directly observed such as views, opinions, perceptions and feelings of respondents.

Likert scale, which appears in section 'D' of the questionnaire was prepared and included in the secondary school teachers' questionnaires. It was used to assess teachers' attitude towards the head teachers' instructional leadership which was analyzed through score values ranging from one to five on a Likert type of scale for each statement. The teachers indicated their positions on each statement by checking one of the five alternative answers, such as Strongly agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly disagree (SD) (Dalen 1979: 147-148). The method arbitrarily gives weight of 1-5 to the alternative answers. Although the answers differ, they receive the same weight because they both reveal a favourable attitude towards a phenomenon. This scale was found appropriate for use in measuring teachers' attitude towards the head teachers' instructional leadership because it allows the measurement of attitude towards different aspects of the same phenomenon on a single scale (Kothari 2004: 106).

The questionnaire was divided into four sections. Section A was directed towards finding information from the teachers about the school status as well as the number of both the pupils and teachers. Section B had information about students' entry marks as well as performance data for 2008-2010. Section C sought information on teachers' gender, professional qualification, experience and position held by teachers in the school. Section D sought teachers' opinion on the head teachers' role in internal supervision, motivation, provision of instructional resources and the head teachers' management skills. Questionnaires appear in Appendix II.

3.5.2. Interview Schedule

According to Kothari (2004) an interview is a way of collecting data from respondents through face to face interaction or by telephone. Oso and Onen (2005) define an interview as a person to person, verbal communication in which one person or a group of people ask others questions intended to elicit information or opinion. Peil (1992) give the advantage of an interview. She observes that personal approach produces more satisfactory answers than the questionnaire technique as the interaction when using interviews is more personalized. In addition, interviews also enable the researcher to get in- depth information on issues by probing further.

The interview was to confirm information provided in the questionnaire that may not have been captured by the latter. The principal's interview schedule was designed in such a way that the guide questions enabled the respondents to provide the required answers in line with the objectives of the study. The questions were both structured and unstructured. Unstructured questions enabled respondents to give brief comments or further elaborations where necessary.

3.5.3. Document Analysis

Document analysis technique is a method of collecting data by reviewing the relevant contents of targeted documents with the aim of adducing relevant secondary data (Leedy, 1984). According to Oso and Onen (2005), document analysis involves critical examination of public or private recorded information related to the issue under investigation. They further gave the advantage of document analysis as enabling the researcher access data at his or her convenient time. It can also be used to supplement

information that may have missed out in the questionnaires and interviews. However, Leedy (1984) noted a major limitation of using document analysis as a method of collecting data. He noted that past records may be highly biased and hence not reliable in the presentation of the status quo. This instrument was used to obtain data on school performance in national examinations for the period under study. This was necessary as an independent source of information to counter check those provided by respondents.

3.6. Validity and Reliability of the Research Instruments

Validity is the correctness and meaningfulness of the inferences based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. It is the extent to which the research instruments measure what they are intended to measure (Oso & Onen, 2005).

According to Cohen and Marion (1994) reliability of a research instrument is when the tool produces consistent measurements when administered to the same respondent at two different points. This is on the assumption that the person and the testing situations have not changed. A measure is reliable if a repeated application of the measurement yields the same results.

To make instruments reliable, the testing of the items before actual administration removes possible errors in the tools. The reliability of the tools can be tested using the test-retest method. Test- retest method is where a research tool is administered to a selected group of respondents who will not participate in the main study. The same tool is

later on administered to the same respondents. The responses are then compared in order to find out whether there was a measure of consistency in the responses

3.6.1. Validity of the Research Instruments

It was necessary to ascertain the validity of the instruments used to collect data so that the research findings could be reliable. In order to ascertain content and face validity, the questionnaires and in-depth interviews were presented to three lecturers in the Department of Educational Management and Policy Studies at Moi University who are authorities in the area for scrutiny and advice. The contents and impressions of the instruments were improved based on the authorities' advice and comments. The questionnaire and interview items were then constructed in a way that they related to each question.

3.6.2. Reliability of the Research Instruments

Grinnell (1993) observes that reliability in the research instruments ensures that the tool generates similar data when used by independent researchers. He further notes that to remove possible errors, every instrument should be tested before it is formally administered.

To ensure reliability of the instruments the researcher conducted a pilot study. This was conducted through the test-retest method by serializing ten (10) questionnaires for teachers and two (2) interview schedules for head teachers. The tools were then administered to a total of fifteen (15) respondents, that is twelve (12) teachers and three (3) head teachers from three schools in the neighbouring Ugunja Sub County. The same

tools were administered to the same respondents after two weeks. The results were then analyzed in each case and compared.

The main purpose of the pilot study was to check on the suitability and the clarity of the questions on the instruments designed, relevance of the information being sought, the language used and the content validity of the instruments from the responses given.

3.7. Data Collection Procedure

The researcher first sought permission from the university's school of education to carry out the research work. An official letter from the school was issued for the same purpose. The researcher then applied for a research permit in order to carry out the study in Gem Sub County. After obtaining the research permit, the researcher then sought information from the D.E.O Gem regarding the school categories and staffing. From the information given the researcher was able to categorize and sample the schools to be included in the study. The researcher notified the principals in writing of the intention to conduct the study and was granted permission. He eventually presented himself to the concerned principals. The principals were then interviewed and an interview schedule was used to capture the responses. The principals were further requested to fill in the school's data proforma. Thereafter, the researcher was introduced to the teachers during tea break and upon acceptance, they were issued with questionnaires. The researcher came back after a week to collect the filled in questionnaires.

3.8. Data Analysis

Data analysis is the separation of data into constituent parts or elements so as to enable an examination of the data in order to establish its component parts separately or in relation to the whole (Oso and Onen, 2005). The responses from the questionnaire were analyzed to show certain important aspects of the head teachers' instructional leadership. These included the head teachers' role in; supervision of the teaching and learning process, motivating staff and students, provision of instructional resources as well as the head teachers' management skills.

Descriptive statistics used to analyze the quantitative data were; frequencies, percentages, mean and totals. The descriptive analysis was appropriate for this study because it involved the description, analysis and interpretation of circumstances prevailing at the time of the study. This study used frequencies and percentages because they easily communicate the research findings to majority of readers (Grinnell, 1993). Frequencies easily show the number of subjects in a given category.

A number of tables and charts were used to present data findings. Data collected was analyzed according to the nature of the response. Once the coding was completed, the responses were transferred into a summary sheet by tabulating. This was then tallied to establish frequencies, which were converted to percentage of the total number. Responses from open-ended questions were recorded. To determine the frequencies of each response the number of respondents giving similar answers was converted to percentages to illustrate related levels of opinion.

Responses from in-depth interviews were transcribed. The transcribed data was then organized in themes and categories that emerged. Information from the records on the head teachers' instructional leadership was used to complement and to cross check data collected using the main instruments.

3.9. Ethical Considerations

The permission to carry out the study was sought from the Ministry of Higher Education through the school of Education, Moi University. This was done using a letter written to the District Education Officer Gem District from The National Council for Science and Technology in Nairobi (Utalii House). The nature and purpose of the research was explained to the respondents by the researcher. The researcher respected the individuals' rights to safeguard their personal integrity. Respondents were assured of anonymity and confidentiality. Personal identification numbers were not reflected on the questionnaires except the numbering for questionnaires which was mainly for the purpose of identification and analysis of data.

Chapter Summary

This chapter dealt with research design and methodology, which included the introduction, the study area, target population, methodology of sample selection, research design, research instruments, validity, reliability, data collection methods and procedures, as well as procedure of data analysis.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter consists of three sections. The first section presents the background information of the respondents. The second section presents the head teachers' instructional leadership and its influence on academic performance. The third section presents data on overall performance and measurement in schools.

This chapter therefore covers analysis, presentation, interpretation and discussion of data obtained from interviews with principals teachers' questionnaires. It also examines secondary data from document analysis on the influence of the head teacher's instructional leadership on academic performance in KCSE examinations in Gem Sub County. The data was presented based on the research objectives that guided the study.

4.2 General Information

The study had two types of schools: High performing and low performing schools. This section presents a summary of some background information of the schools, the head teachers and teachers who were the respondents in the study. In this study 154 valid questionnaires were received back from the respondents out of a total of 162 given out. This represented a response rate of 95%. On the other hand, 27 head teachers out of the 29 were interviewed. Hence the head teachers' response rate was 93%.

4.2.1 Information about the Schools

Table 4.1.1: School Categories

School category	Frequency	percent
Day	20	75.9
Boarding	5	17.2
Day & Boarding	2	6.9
Total	27	100.0

Table 4.1.1 indicates that most schools were day (75.9 %) while boarding schools were

17.2%. The remaining 6.9% were both day and boarding.

Table 4.1.2: School Stratification

School Category	Frequency	Percent
LPS	23	85.2
HPS	4	14.8
Total	27	100.0

Key

LPS – Low Performing Schools

HPS – High Performing Schools

Table 4.1.2 shows stratification of schools in terms of mean score. Schools whose mean

scores were between 5.9 and below were stratified as low performing schools (LPS)

while those that had a mean score of 6.0 and above were stratified as high performing

schools.(HPS).The study revealed that 86.2% of secondary schools in Gem Sub County are low performing schools as their mean score for the three year period (2008-2010) was below 5.9. Only a small percentage of schools 13.8% were found to be high performing schools with a mean score of 6.0 and above. This finding was in congruence with earlier revelations by The Stead man Group (2009) which noted that more than half of form four candidates who sit KCSE examinations each year score below D+ mean grade. The study also confirms fears and public perceptions in Gem that the region, once revered as the cradle of knowledge, is slowly sliding into academic oblivion.

4.2.2 Number of Students

The study established that the Sub County had a total of 14,529 students. Of these, 2,193 were in high performing schools while 12,336 were in low performing schools. The above statistics reveal that 84.9% of students in the sub county are in low performing schools. This is a worrying revelation. Indeed, this scenario in public schools is in line with earlier findings by Nsubuga (2000) who argued that those students who perform poorly in KCSE end up being disadvantaged in society where it is not just a matter of acquisition of "education" which counts if one is to get employment, but rather the attainment of good grades.

4.2.3 Teaching Staff Establishment

The study ascertained that the sub county had a total of 542 teachers. Of these 28.4% were in the high performing schools while 71.6% were in low performing schools. The study also established that both categories of schools had teachers who were serving under their respective school boards. In the high performing schools, B.O.G teachers

formed 21.3% of the entire teaching force while in low performing schools they were 39.6%. That quite a number of teachers work under school boards confirms earlier concerns that the district has an acute shortage of teachers (Republic of Kenya, 2011). The Gem case conforms to the national scenario as teacher shortage afflicts virtually all rural public schools in the country.

4.3.0 Presentation of Data on Background Information of the Respondents

This section deals with the general demographic data that has to some extent had implications on the objectives of this study. The main aspects considered are the respondents' gender, age, highest level of education and professional qualification of teachers and principals, the current position held by teachers, teaching experience and the job group of the head teachers.

4.3.1. Gender Distribution of Teachers

In studies that deal with demography, issues on gender cannot be overlooked. Most educational research rarely neglects gender issues as they have been used to reveal information that may have left gaps. Figures 2 present data on the gender distribution of teachers who participated in the study.
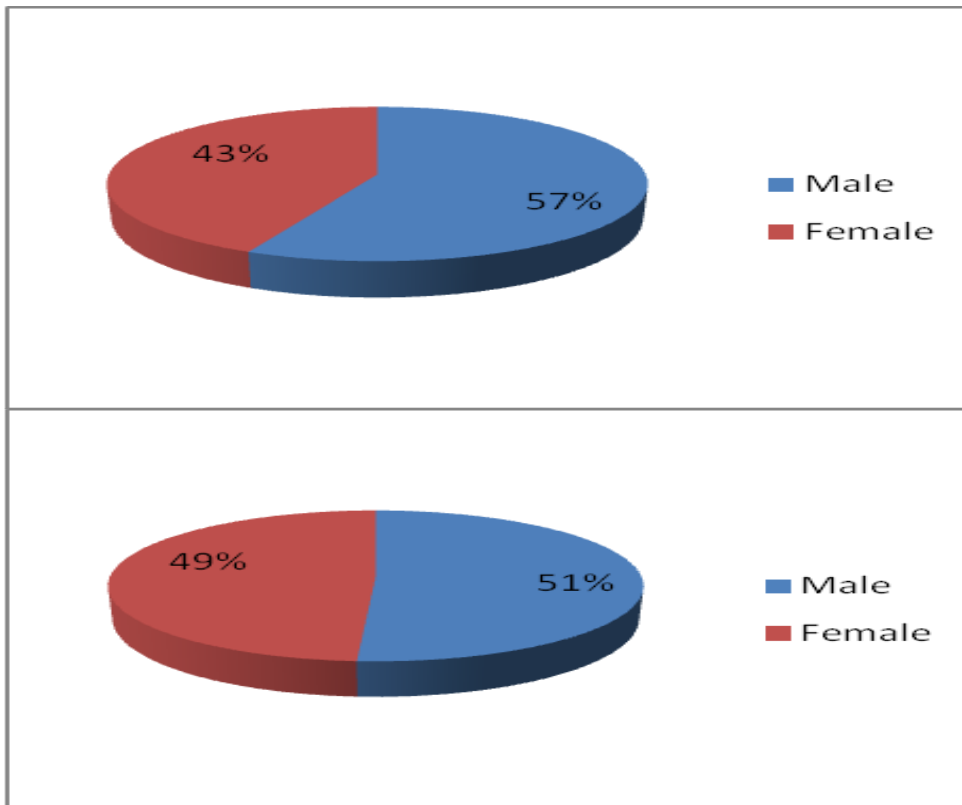
Low Performing Schools   **High Performing Schools**

Figure 2: Distribution of Teachers in terms of Gender

Figure 2 shows that in the low performing schools, 57% of the teachers were male while 43% were female. In high performing schools male teachers accounted for 51% while their female counterparts were 49%. Statistics pertaining to the gender distribution of teachers was purely obtained from random sampling that was used in the study and may not be significant in terms of gender balance within the schools sampled.

4.3.2. Gender Distribution of Head Teachers
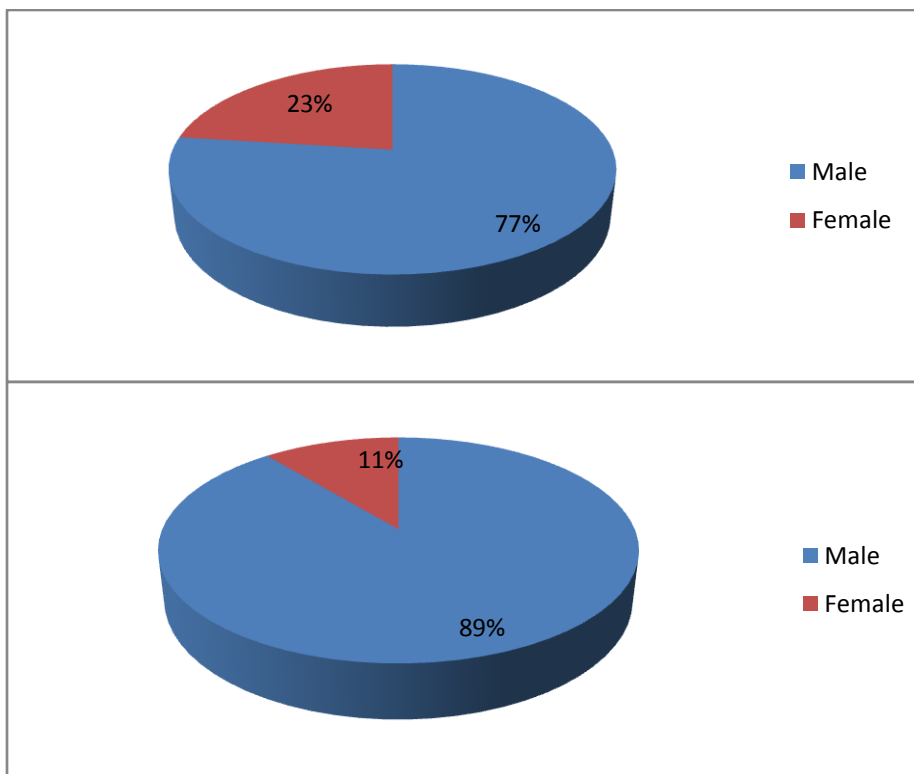
Figure 3: Distribution of Head teachers in terms gender

Low Performing Schools   **High Performing Schools**

Figure 3 shows that in low performing schools, 77% of the principals who participated in the study were male while the rest were female (23%). With regard to gender distribution in high performing schools, 89% were male while 11% were female. Based on the above statistics, the study established that secondary school leadership is grossly skewed in favour of male head teachers as over 77% of secondary schools are headed by male teachers.

This gender distribution violates article 27 (8) of the constitution which stipulates that not more than 2/3 of the public appointments made are of persons of the same gender. In this new constitutional dispensation, policy makers in education must rethink ways of reversing this imbalance as gender is a crucial factor in determining performance since it does influence work relationships at staff level and in the allocation of tasks to be performed. The researcher thus concluded that head teachers in the sub county were experienced and were therefore expected to carry out their responsibilities effectively. In order to ascertain whether they were academically qualified, teachers were categorized as holders of: O'Level certificate, diploma, Bachelors degree and Masters Degree. Information on teachers' formal education is presented in fig 5.

4.3.3. Teachers' Highest Level of Professional Qualification

Professional qualification determines among other things the promotion in job groups and other privileges that would go along way in motivating teachers in the performance of their duties. Fig 4 below shows the level of professional qualification of teachers.
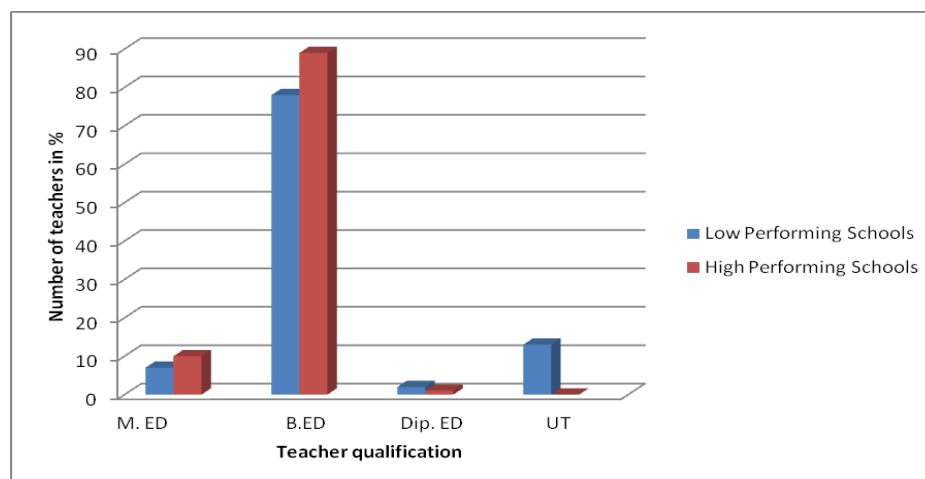
Figure 4: Teachers' Level of Professional Qualification

Among the teachers in low performing schools, 13% indicated that they were untrained, 2% were Diploma holders, 78% were bachelor of Education degree holders and 7% had a Masters degree in Education. In high performing schools, 10% of the teachers had a Masters degree in Education, 89% were Bachelor of Education graduates while 1% had diploma in Education. There were no untrained teachers in the high performing schools. The untrained teachers in the low performing schools were mainly form four school leavers employed by the school board of governors. They were predominant in the upcoming district schools and their presence may lend credence to the fact that there is an acute shortage of teachers in the district. Indeed, during interviews with the head teachers, there was near unanimity on the issue of teacher shortage. This is further corroborated by a 2011 inspection report of the then Nyanza Province Inspection Team which noted that Gem district had a short- fall of about 220 secondary school teachers. (Republic of Kenya, 2011).The small percentage of teachers with diploma as professional qualifications may be attributed to the fact that many such teachers have taken advantage of school based degree programmes being offered by a number of universities that have opened their branches across the country.

That an overwhelming number of secondary school teachers are B.Ed graduates confirms that the government policy of posting graduate teachers to secondary schools is in place. The high percentage of graduate teachers may also have been due to the increased number of diploma teachers who have so far enrolled and completed their university education.

The study further revealed that very few secondary school teachers in the district hold a Masters Degree in Education. This may be attributed to lack of a clear policy on opportunities available for teachers to further their education particularly at the post graduate level. The fact that the TSC does not provide a special scale for teachers with post graduate qualifications might also explain why many teachers are not keen on pursuing further studies.

4.3.4. Head teachers' Highest Level of Professional Qualification

Fig 5 shows that 7% of head teachers from low performing schools who took part in the study indicated diploma in education as their professional qualification while 80% indicated a Bachelors of Education degree. On the other hand, 13% of the principals interviewed indicated that they hold a Masters degree in Education as their highest level of professional qualification. In high performing schools on the other hand, 4% had diploma, 81% had a Bachelors degree in Education while 15% had a Masters degree in Education.
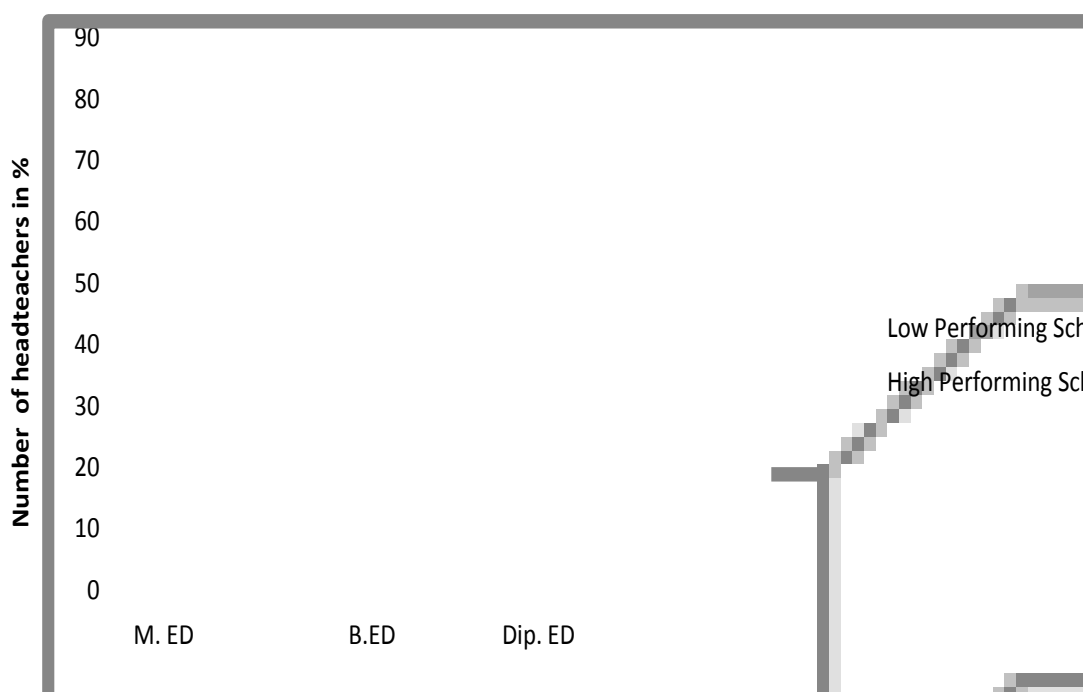
Figure 5: Professional qualification of head teachers

The above data has two implications; first, it reveals that a majority of head teachers in the sub county are professionally qualified as most of them are graduates. Kipkoech (2004) observes that well trained teachers will impart correct knowledge and skills to learners. Secondly, it implies that very few head teachers are pursuing further education and post graduate studies in particular. It is also evident from the above statistics that the number of head teachers with diploma qualifications is quite dismal. The small percentage of teachers with diploma qualification may be due to the fact that quite a number have been promoted to approved- teacher status. It may also be attributed to the new government policy where promotion to administrative positions is pegged on job group 'M'. Teachers with diploma in education enter the profession at job group 'J'. It takes them a relatively longer period to attain job group 'M' as their promotion to that job

group is predetermined by proficiency tests. On the other hand, their graduate counterparts who enter the teaching profession at job group 'K' automatically move to the next job group upon completion of three years of continuous service. Subsequent promotions to higher job groups are however pegged on interviews (Government Printer, 1966).

That less than 14% of secondary school principals in the sub county have a Masters degree may be due to the fact that many of them become complacent upon being promoted to headship and therefore do not see the need to further their education. Secondly, the acquisition of a second degree as earlier mentioned, may not be attractive to head teachers as it does not guarantee one a better remuneration package in the teaching service.

That teachers in the region are not keen on pursuing further education is an issue of concern. This is because teacher qualification is a prime factor in enhancing student performance. Govinda (1996) describes the importance of teacher education and professional development. He argues that teacher educators should help teachers to develop their knowledge and skills with a view to enhancing their delivery of content. Professionalism could only be developed on an on going basis through experience and practice. Training helps one to feel more confident as a teacher. Teachers' professional development within and outside classroom is a product of their effectiveness and participation in educational opportunities.

Brown, Oke and Brown (2006) concur that no matter how kind, amiable and well meaning a teacher is, he cannot possibly succeed unless he has a thorough knowledge of the subject he is teaching and a good general knowledge. This means that the teacher in question must have the content and be able to interpret what is expected to be taught. They further suggest that the selection, interpretation, utilization and evaluation of the teaching and learning resources require professional skills which can only be acquired through training and practice.

4.3.5. Teachers' Experience in the Teaching Profession

Part C question item 4 in the teachers' questionnaire sought to find out from teachers how long they had taught. Based on the findings, the teachers' experiences were categorized in the following ranges; less than 1year, 2-5years, 5-10years and over 10years.Figure 6 presents information on the experience of teachers.
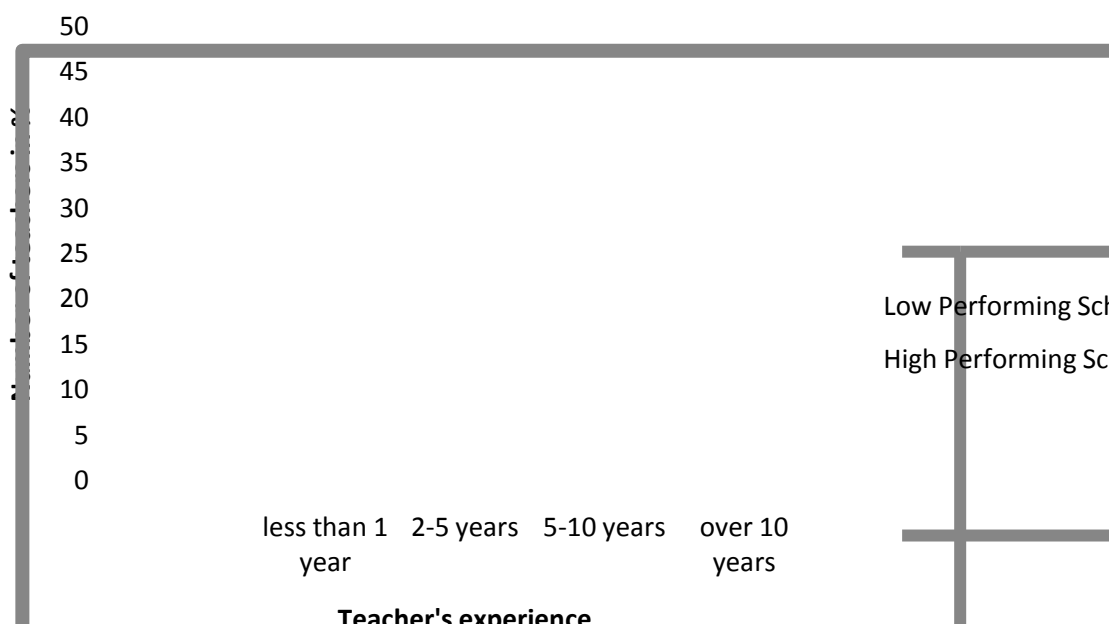
Figure 6: Teachers' Experience in the Teaching Profession

The figure shows that 8% of teachers in the low performing schools had teaching experience of less than one year, 28% had an experience of between 2-5years while 41% had a teaching experience of between 5-10 years. 20% of the teachers had taught for over 10years. In the high performing schools, 32% had an experience of 2-5 years, 46% had 5-10 years while 18% had taught for over 10 years.

These findings confirm that most schools had experienced teachers. In this study, a teacher who had taught for 2years and above was considered experienced. This is so because according to the TSC regulations; (Act1996, No2,of 196) under the pensions Act cap 189, a teacher is employed on permanent and pensionable terms after completing the mandatory two- year probationary period. Therefore, from the study, 89% of the teachers were considered experienced since they had served for more than two years. With such a long teaching experience coupled with strong professional qualifications, the teachers were expected to be knowledgeable in the selection and use of instructional resources that would effectively facilitate learning. Teaching experience is also an important base for further professional development of a teacher. The teacher widely draws from experience to improve his or her effectiveness and to counter problems encountered in teaching (Ambuko, 2008). As one embarks on a teaching career path, his or her individual characteristics and relationship with other teachers are likely to change with time.

According to Fullan (2001) both individual teacher characteristics and collective or collegial factors play roles in determining curriculum implementation.

As Brown, Oke and Brown (2006) point out, interpretation and utilization of resources require training and practice; this brings up the issue of experience which is as a result of continuous practice. This would enable them to make good use of instructional materials through proper selection and utilization. In addition to providing learners with confidence, materials should help learners feel at ease. Fullan (2001) maintains that students learn more when taught by experienced teachers than they do when taught by inexperienced ones. However the relationship between experience and achievement may be affected by many other factors.

4.1.3. Head teachers' Experience

Table 4.1.3: Head teachers' Experience (low performing schools)

Experience	In former station(s)		In current station	
	F	%	F	%
0-5 years	2	8	2	8
6-10 years	7	28	10	40
Over 10 years	16	64	13	52
Total	25	100	25	100

Table 4.1.3 reveals that an overwhelming majority of the head teachers from low performing schools (92%) who participated in the study had experience of over 6 years in their previous stations. Equally important to note is the fact that an equal percentage (92%) of the head teachers interviewed indicated that they had served as head teachers in

their present stations for over 6 years. This provided enough platform for the researcher to appraise their instructional leadership since whatever had unfolded within their schools had taken place under their supervision. The above analysis also shows that head teachers had vast administrative experience as they had served for long.

Table 4.1.4: Head teachers' Experience (HPS)

Experience	In former station(s)		In current station	
	F	%	F	%
0-5 years	1	25	2	50
6-10 years	3	75	2	50
Over 10 years	0	0	0	0
Total	25	100	4	100

Table 4.1.4 reveals that 75% of the principals from high performing schools had been in their former stations for between 6 to 10 years while 25% had served in their former stations for less than 5 years. None had been in their former stations for over 10 years. The table further shows that 50% of the principles from the high performing schools had worked in their present stations for between 0 - 5 years and 6-10 years. It is also evident from the table that none of the principles had served in their current stations for over 10 years.

4.3.7. Teachers' Current Position in School

Lambert (2003) explained that the days of a principal as alone educational leader are over. Therefore, curriculum leadership should not lie solely with the principal, but teachers be directly involved and responsible for driving educational process, including

curriculum development, and for providing leadership at various levels within the school structure.
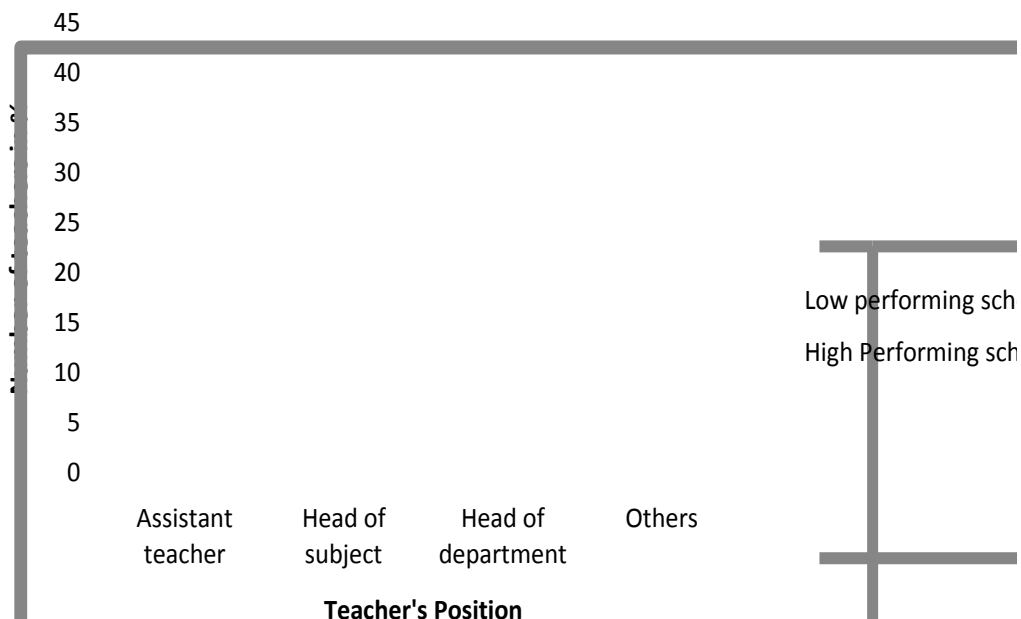
Figure 7: Position Held by the Teachers in the School

Figure 7 shows that those who held the position of assistant teacher from the low performing schools were 23%; heads of subject were 32% while 40% were heads of departments. The remaining 5% were either senior teachers or deputy head teachers. Among teachers from the high performing schools, those holding the position of assistant teacher were 24%, head of subject were 27%, head of department 41% while others were 8%. Position of responsibility in school is instrumental in performance of specific tasks and determination of the management of the departments within the organization. It was therefore evident that schools in the district had clear administrative structures with heads of departments in place. This finding confirms earlier revelations by Glickman (1985)

that for the head teacher to realize curriculum objectives, all the administrative structures of the school must have clear set of rules and a chain of command.

4.4.0 Head Teachers' Instructional Leadership

4.4.1 Supervision of the Teaching/Learning Process

This was the first objective of the study. Head teachers are charged with the responsibility of organizing and managing the approved school curriculum. They must therefore give direction to the school to implement the approved curriculum in accordance with guidelines laid down by the Ministry of Education (Republic of Kenya, 1988). With regard to the supervision of the teaching process, issues taken into consideration were; inspection of teachers' attendance to duty, preparation and inspection of professional documents, checking of assignments given to students as well as checking students' academic progress.

Table 4.1.5: Supervision of the Teaching/Learning Process(LPS)

Statement on the head teacher	1 F	1 %	2 F	2 %	3 F	3 %	4 F	4 %	5 F	5 %	Total F	Total %
Checks teachers' attendance register	10	9	27	25	19	18	27	25	25	23	108	100
Inspects professional documents	8	7	22	20	17	16	33	31	28	26	108	100
Checks students' work	14	13	21	19	12	11	33	31	28	26	108	100
Checks academic progress	13	12	18	17	11	10	40	37	26	24	108	100

Key

Very Frequent- 1
Frequent---------2
Occasional------3
Rare--------------4
Very Rare-------5

Table 4.1.5 above shows that 13% of the respondents indicated that head teachers very

frequently checked teachers' attendance register, 25% stated frequent, 18% were unsure,

21% indicated rare, while 23% reported that it was very rarely done. On the inspection of

professional documents, 7% indicated very frequent, 20% frequent, 16% occasional, 31%

rare and 26% very rare. With reference to checking students' work, teachers responded as

follows; 12% indicated very frequent, 17% frequent, 10% occasional, 37% rare while 24% showed that it was very rarely conducted. On academic progress, 26% of the respondents observed that it was very frequent, 33% indicated frequent, 12% occasional, 20% rare and 9% opinioned that it was very rare. With regard to high performing schools, the study found that the supervision of the teaching/learning process was satisfactory since a majority   of teachers (60%) who participated in the study indicated that it was frequently done. From the above statistics, the study established that supervision of the teaching process was not being done effectively in most of the low performing schools. For instance, only 38% of respondents affirmed that head teachers inspected teachers' attendance registers. Teachers' attendance register is an integral tool that assists the head teacher in monitoring teachers' presence in school as it shows both the arrival and departure time. The fact that it was not being inspected in most schools implies that teacher absenteeism could not be accurately quantified. This poses a serious threat to learning and may partly explain why many schools in the district perform dismally. This finding confirms earlier concerns raised by a World Bank Report on teacher absenteeism in Sub-Saharan Africa; the report cited chronic teacher absenteeism as a major impediment to learning in sub-Saharan Africa (World Bank, 2009).

The study further revealed that inspection of teachers' professional documents as well as follow ups on students' assignments was rare in many schools in Gem with over 57% of teachers expressing dissatisfaction over the same. This finding thus confirmed results of a study done in Emgwen Division of Nandi North District which showed that there was poor classroom supervision and head teachers did not check assignments given to students (Jepchumba, 2010).During interviews with head teachers, many pointed out that

that they did supervise academic activities in their schools. However when probed to elaborate, they could not candidly single out strategies they employed in carrying out supervision. This is a pointer to the fact that curriculum supervision was equally haphazard as it was not being conducted professionally.

Lack of internal supervision has serious ramifications on students' academic outcomes as it grossly compromises teacher productivity. Indeed, Lagat (2001) noted that in order to ensure effectiveness of staff, the head teacher has to be a good supervisor. These views are further reinforced by Lambert (2003) who argued that the responsibility of the principal lie in providing a suitable supportive pedagogic environment where curricula can be effectively implemented. The practice of inspecting teaching and learning process is important as it ensures that set quality and standards are met. In particular, frequent inspections enable the head teacher to find out whether proper and effective teaching is going on. This finding therefore cast doubt on the MOE commitment to having head teachers discharge quality assurance services in schools, being the first line QASOs (MOE, 2000).

4.4.2. Head teachers' motivational Skills

This was the second objective of the study. Respondents from low performing school were asked whether head teachers ensured the performance of duties in their (head teachers) absence. They responded as follows; 40% strongly disagreed while 28% disagreed. Another7% stated that they were unsure, 14% agreed while 11% strongly agreed. On the issue of the principal fostering a suitable working climate, 28% strongly disagreed, 31% disagreed, and 9% were unsure, 20% agreed while 12% strongly agreed.

With reference to head teachers' readiness to sponsor staff for seminars or in-service training, responses were as follows; 36% strongly disagreed, 11%, 39disagreed, 12% were unsure, 4% agreed, while 9% strongly agreed with the assertion. Teachers were also asked to comment on whether head teachers encouraged collective decision making. Their responses varied as follows; 36% strongly disagreed, 39% disagreed, 12% were unsure, 4% agreed, whereas 9% strongly agreed. This information is presented in table 4.1.6.

Table 4.1.6: Head teachers motivational Skills

Teachers' perceptions

Statement on the head teachers	1 F	%	2 F	%	3 F	%	4 F	%	5 F	%	Total F	%
Delegates duty when absent	43	40	30	28	8	7	15	14	12	11	108	100
Fosters a suitable working climate	30	28	33	31	10	9	22	20	13	12	108	100
Sponsors staff for seminars/workshops	39	36	42	39	13	12	4	4	10	9	108	100
Encourage collective decision making	30	28	36	33	14	13	16	15	12	11	108	100

KEY
Strongly Agree………5
Agree………………..4
Unsure……………….3
Disagree……………..2
Strongly Disagree…...1

Data pertaining to high performing schools showed that 51% of the teachers agreed that head teachers delegated duties, 45% observed that head teachers sponsored them for seminars, while 61% noted that head teachers encouraged collective decision making.

Findings reveal that save for the high performing schools, only 25% of head teachers in low performing schools fully engaged teachers in carrying out their responsibilities whenever they were absent. This finding is in contrast with earlier revelations which suggested that the task of instructional leadership and curriculum implementation is a shared one hence all teachers ought to be involved (Kiarie, 2003)**.**In the literature reviewed, Kiarie (2003) also observed that curriculum supervision is distributed and disseminated to teachers who are empowered to be instructional leaders in their own right.

A paltry 13% of respondents from low performing schools indicated that head teachers sponsored teachers for seminars and workshops. This revelation concurs with a World Bank (2009) report on Teacher Motivation and Incentives in Sub Saharan Africa which decried lack of teacher education, induction and on-going evaluation. Teacher education, induction and continuous evaluation are the hallmarks of establishing an effective teaching force. The fact that they were lacking may partly explain reasons for the poor performance of many schools in the sub county.

It is evident from the data presented above that head teachers did not adequately consult teachers when making crucial decisions pertaining to their schools as 61% observed that

they are never consulted. Failure to involve teachers in decision making poses a serious threat to curriculum implementation. Indeed, Okumbe (1999) while recommending teacher participation in decision making in school argued that teachers as professionals, had to participate in decision making. This observation is in agreement with Brandt (1987) assertion that the prime task of the curriculum leader is viewed as one of stimulating staff initiatives and encouraging creative thinking around curriculum matters. Head teachers' opinion was also sought regarding teacher and student motivation. After sampling their responses, it was established that a majority of head teachers viewed motivation in terms of monetary and material rewards only. The study thus revealed that head teachers were ill-equipped to intrinsically motivate teachers.

4.4.3 Provision and use of Instructional Resources

Provision of instructional resources and its influence on academic performance formed the third objective of the study. The researcher sought teachers' opinion regarding the provision of these resources. Their responses are presented in figure 8.
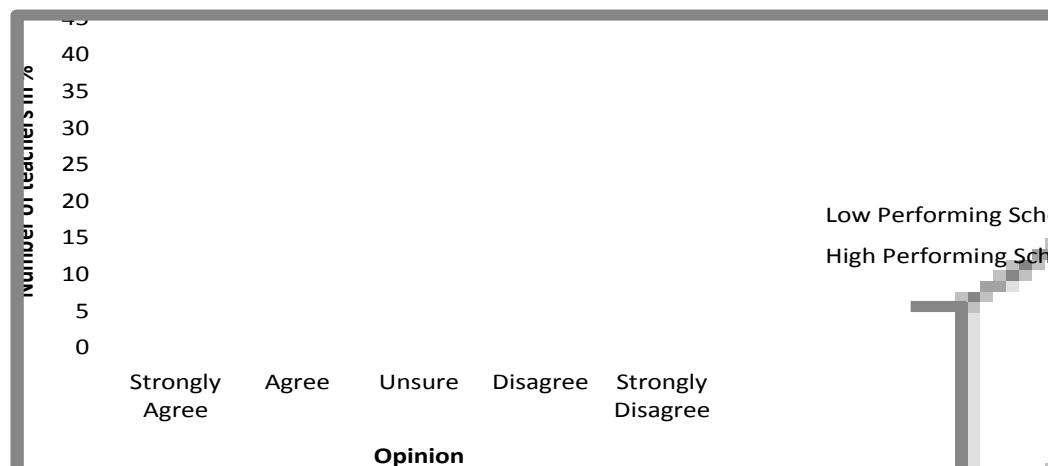
Figure 8: Provision of Instructional Resources

From the figure, none of the respondents from low performing schools strongly agreed that head teachers provided adequate resources, 6%agreed, 13% were unsure, 39% disagreed while 42% strongly disagreed. With regard to high performing schools, 14% of the teachers strongly agreed that head teachers provided adequate instructional resources, 22% agreed, 9% were unsure, 38% disagreed, while 17 % strongly disagreed. Statistics from the two sets of schools showed that the provision of instructional resources was inadequate. Indeed, no teacher from low performing schools indicated "strongly agree" for a response. However, the percentage of respondents who affirmed that material resources were adequate was greater (36%) in high performing schools when compared with the low performing ones which were only 6%. This implies that though there was a shortage of resources in the two categories of schools, the low performing ones were worst affected.

The above sentiments confirm earlier findings that lack of instructional resources affects students' performance negatively (Eshiwani, 1993). Students from the two sets of schools could not therefore academically compete on an equal footing. This may partly explain reasons for the dismal students' performance in the sub county.

Item number 5 in the head teacher's interview schedule also sought the head teachers' views on the same. Results obtained from their sampled responses showed that a vast majority (91%) were in agreement that their schools suffered from a short fall of instructional resources. The unprecedented enrolment occasioned by the introduction of subsidized secondary education in 2008 was cited as the reason for this scenario. Head teachers observed that the increase in student population had strained budgetary

allocations hence adversely affecting the provision of material resources. Interviews with head teachers further revealed that very little had been done to encourage improvisation. Observation by the researcher also showed that a number of high performing schools had embraced ICT not only in the school management but also in curriculum and instruction. Apart from being taught as an examinable subject at KCSE, relevant computer soft ware had been installed, and there was internet connectivity. The study also found that teachers who handled the subject were qualified as they had at least a diploma in Computer Studies.

However, the situation in low performing schools with regard to the integration of ICT was completely different. Though few had computers, these gadgets were grossly underutilized; some had gathered dusts in offices due to neglect. And even in schools that purported to offer computer lessons to learners, most instructors were form four leavers whose only qualification was the fact that they had studied computer as a subject in secondary school. Of concern too, was the fact that relevant computer soft ware was lacking and internet connectivity was equally non existent. This finding cast serious doubts on the government's pledge to attain millennium development goals by the year 2030 as stipulated in sessional paper no.1of 2005 (MOE, 2005).The study therefore revealed that many schools in the sub county lacked the requisite instructional resources. It was concluded that this scenario may have contributed to the poor K.C.S.E examination results witnessed in the sub county. In the literature reviewed, Brundett and Smith (2003) observed that the impact of the head teacher's leadership on students' outcomes is indirectly mediated through a range of complex issues such as teacher effectiveness and availability of resources. As highlighted in the literature reviewed, there

is a positive correlation between instructional facilities and performance (Ouma, 1997; Luvisia, 2003; Bennars et al, 1994). Finding of this study further confirms earlier assertions made by Abagi (1993) that stressed the need to avail instructional resources and even suggested improvisation where there were inadequacies. The present study makes similar suggestions. Through review of literature, the researcher established that the situation in Gem was consistent with research findings regarding the availability and use of media resources in Mathematics in Nandi District Secondary schools (Too, 1996).

4.4.4 Head teachers' Management Skills

In studying the head teachers' management skills as an aspect of instructional leadership, the researcher focused on the following variables; academic targets, evaluation of teaching and learning activities, head teachers' visible presence in school, availability and objectivity of the strategic plan as well as attendance of in-service courses and management commitment to implement strategies learnt. The researcher thus sought respondents' opinion on whether head teachers incorporated these aspects of instructional leadership. Their responses are summarized in the table below.

Table 4.1.7: Head teachers' Management Teachers' perceptions

Statement on Principal	1		2		3		4		5		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Sets academic targets	33	31	48	44	5	5	14	13	8	7	108	100
Does instructional evaluation	38	35	41	38	11	10	12	11	6	6	108	100
Maintains a high visible presence in school	25	23	32	30	12	11	24	22	15	14	108	100

Key

Strongly Agree………5

Agree………………..4

Unsure……………….3

Disagree……………..2

Strongly Disagree…...1

From the table 7% of the respondents from low performing schools strongly agreed that their head teachers set targets, 13% agreed, 5% were unsure, 44% disagreed, while 31% srongly disagreed. On evaluation 6% strongly agreed that head teachers carried out evaluation of academic activities, 11% agreed, 10% were unsure, 38% disagreed, while 35% strongly disagreed.

On whether head teachers maintained a visible presence in school, 14% of the teachers from low performing schools srongly agreed that that head teachers maintained a visible presence in school, 22% agreed, 11% were unsure, 30% disagreed while 23% strongly disagreed. Responses obtained from high performing schools regarding the same revealed that 45% of the teachers strongly agreed that head teachers set targets, 38%

agreed, 6% were unsure, 11% disagreed. No teacher from high performing schools strongly disagreed with the assertion. When asked if head teachers carried out evaluation, 29% strongly agreed, 34% agreed, 11% were unsure, 22% disagreed while 4% strongly disagreed. The reseacher also gauged teachers' perception on whether head teachers maintained a visible presence in school since this too was considered as an aspect of instructional leadership. Findings revealed that 38% of the respondents strongly agreed that head teachers maintained avisible presemce in school, 33% agreed, 16% were unsure, 10% disagreed, while 1% strongly disagreed.

The above data reveal that 75% of teachers from the low performing schools disapproved of the assertion that head teachers set targets for their schools. This was contrary to the situation in high performing schools where only 11% of teachers disagreed. The fact that a majority of head teachers in low performing schools did not set targets for their schools implies that there was no goal clarity and hence teachers relaxed. This revelation concurs with research findings in Nandi North District which revealed that most primary school head teachers did not set academic targets (Jepchumba, 2010). Even though the afformentioned study examined primary school head teachers, it nevertheless gives an insight into the management skills of head teachers in Kenyan schools.

Of the teachers from the low performing schools interviewed, 17% admitted that head teachers were actively involved in instructional evaluation. This was quite small when compared to the percentage of teachers (63%) from the high performing schools who indicated the same.This revelation confirms ealier concerns raised by The World Bank that there was limited emphasis on quality teacher selection, teacher education, induction

and on-going evaluation of learnig outcomes yet these were the hallmarks of an effective teaching force (World Bank, 2009). Interviews with head teachers from high performing schools revealed that they employed more lesson observations as an internal quality assurance strategy. This could partly explain why their schools performed better. As to whether head teachers maintained a high visible presence in school, 53% of the respondents from the low performing schools observed that this was the case. On the other hand, the percentage of respondents from the high performing schools who agreed with the assertion was relatively higher at 71% .The study thus concluded that head teachers fairly maintained some visible presemce in school. This finding is in line with ealier suggestions in the literature reviewed that the school principal must perform as a resource provider, instructional resource, communicater and above all maintain a strong visible presence in school (Whitaker, 2003).The study revealed that most low performing schools faced a myriad of administrative/managerial and financial challenges when compared to high performing schools. Further more, 77% of the high performing schools had strategic plans when compared to 56% of the low performing schools. Similarly among the schools that had strategic plans, more high performing schools' strategic plans contained objectives that addressed education quality proving their commitment to the provision of quality education.

4.5.0 Presentation of data on Overall Performance and Measurement

The prime measure of academic performance in secondary schools is examinations. As part of the curriculum, schools adopt continuous assessment tests that culminate into the summative evaluation at the end of the course. The study sought to establish the overall

performance in national examination of secondary schools in Gem Sub County over a period of three years.

4.5.1 KCSE Performance between 2008– 2010

In Gem sub county, the gap between high performing and low performing secondary schools has widened over the past three years. Performance of students in K.C.S.E. examinations has been dismal as illustrated in table 4.1.8 below.

Table 4.1.8: Gem Sub County K.C.S.E Mean Score Stratification for the period 2008-2010

Category	Number	Percent
High performing schools	4	14.8
Low performing schools	23	85.2
Total	29	100

Key

 High performing school- mean score of 6.0 and above

Low performing school- mean score of 5.9 and below

From the table above, high performing schools only comprise 14.8% of all the 27 secondary schools that took part in the study. This poor show in academic performance as reflected in the stratification above maybe as a result of, among other factors, the principals' instructional leadership. The quality of leadership makes the difference between the success and failure of a school (Millette, 1988). Millette (1988) further

explains that research and inspection clarify the extent to which the quality of leadership is crucial to academic improvement.

A recent report by the then Provincial Panel of Quality Assurance and Standards Assessment Team on the sub county raises issues of concern; inadequate instructional resources, ineffective leadership among some head teachers, teacher shortage and absenteeism among teachers are cited as major reasons for poor performance in most schools (Republic of Kenya, 2011). A summary of KCSE performance Analysis of (2008-2010) is given in table 4.1.9

Table 4.1.9: KCSE Performance Analysis between 2008 - 2010

KCSE Performance between 2008 - 2010		Mean score					
		12.0 - 11.0	10.9 - 8.0	7.9 - 5.0	4.9 - 3.0	2.9 - 1.0	Total
KCSE performance in 2008	F	-	1	5	20	1	27
	%	0.0	3.7	18.5	74.1	3.7	100.0
KCSE performance in 2009	F	-	2	8	17	-	27
	%	0.0	7.4	29.6	63.0	0.0	100.0
KCSE performance in 2010	F	-	2	13	12	-	27
	%	0.0	7.4	48.2	44.4	0.0	100.0

In 2008, the schools' KCSE performance was as follows; 74.1% attained a mean score of between 4.9 - 3.0, while 18.5% had a mean score of 7.9 - 5.0 while 3.7% attained a mean score of 10.9-8.0. Another 3.7% had a mean score of 2.9-1.0. This implies a below average performance considering the fact that the average score in KCSE is a mean of 6.0 or grade C plain. In 2009 the schools had the following performance; 29.6% attained a mean score of 7.9 - 5.0 and 63% attained a mean score of 4.9 - 3.0 while a paltry 7.4% scored between 10.9-8.0. In 2010, 48.2% of the schools registered a mean score of between 7.9-5.0, 44.4% attained a mean score of 4.9-3.0 while 7.4% scored a mean of

10.9-8.0. This shows that many schools in the sub county perform dismally in national examinations. It further reveals that not a single school appeared in the 12-11 mean score bracket in the three year period that the research focused on. This revelation confirms the Provincial Quality Assurance and Standards Report of 2011 that decried the declining KCSE performance of a majority of secondary schools in the district (Government of Kenya, 2009).

4.5.2. Average Performance in KCSE between 2008 and 2010

The average performance in KCSE over the three year period is given in table 12below:

Table 4.2.1: Average K.C.S.E Performance (2008-2010)

Mean Score	Frequency	Percent	Cumulative percent
12.0 - 11.0	-	0	0
10.9 – 8.0	2	7.4	7.4
7.9 – 5.0	6	22.2	29.6
4.9 – 3.0	19	70.4	100
2.9 – 1.0	-	0.0	0.0

The table reveals that 69.0% of the 29 schools in the entire Gem Sub County registered a performance of between 4.9-3.0, 24.1% had a mean score of between 7.9-5.0, 6.0% had a mean score of between 10.9-8.0. No school scored a mean score of between 2.9-1.0 and 12-11.0. This implies that 94.0% of secondary school students in the district scored a mean grade of B- and below and hence did not meet the minimum cut off point for public university admission as set by the Joint Admission Board.

Given the high poverty index in the district, the dismal performance as indicated above implies that many students from the region may end up being wasted after their O'Level education as their parents can barely afford fees charged by the tertiary institutions. The above finding concurs with the (Steadman Report 2009) which pointed out massive wastage among O'Level graduates.

4.5.3. Overall Performance Rating in KCSE between 2008 and 2010

According to Nyaoga (2003) the only acceptable measure of academic achievement is in examination score. He further stated that a school with a high achievement score is deemed to be more efficient than one with low achievement.

In this study, the head teachers were asked to give the overall school performance based on the mean score achieved within the period of study. The ratings were narrowed down into five parameters as follows: Excellent, Good, Fair, Average, and Below Average Performance.

Table 4.2.2: Performance Rating of Schools

Mean score	Ratings	F	%
12.0-11.0	Excellent	-	0.0
10.9-8.0	Good	2	7.4
7.9-5.0	Fair	6	22.2
4.9-3.0	Average	19	70.4
2.9-1.0	Below average	0	0.0

Table 4.2.2 above presents the performance ratings of the schools. 7.4% were rated as good, 70.4% were average, and 22.2% were ranked fair while 0% were rated as being below average. None was rated as excellent. These responses reveal a negatively skewed distribution which implies that most schools achieve what is perceived as average performance or below.

Chapter summary

This chapter presented results, analysis, interpretation and discussion with respect to the objectives and research questions. This chapter details the findings on the influence of the head teachers' internal supervision, level of teacher and student motivation, provision of instructional resources and the head teachers' management skills on academic performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This section provides a summary of the findings of the study, conclusions, recommendations and suggestions for further research.

5.1.0 Summary of findings

The study set out to examine the influence of the head teachers' instructional leadership on academic performance in Gem Sub County, Kenya. The study was conceptualized on the effect of the Independent Variables (factors influencing the head teachers' instructional leadership) on the Dependent Variable (academic performance). This is illustrated in Figure 1. The study employed survey design using descriptive strategy. Data analysis was done using both descriptive and inferential statistics. The study focused on the following specific objectives which were to establish the influence of;

5.1.1 The head teachers' internal supervision on academic performance.

There was overwhelming evidence that curriculum supervision in most schools in the Sub County was not being properly executed. Even though head teachers did admit that they supervised the teaching and learning processes, responses from teachers and the researcher's own observation and analysis of relevant documents indicated otherwise. Vital professional documents such as teachers' registers, schemes of work and records of work among others, though available, had not been authenticated as most of them had

neither the school rubber stamp nor the head teacher's signature. It was also noted that head teachers were not actively involved in actual teaching hence they failed to provide instructional leadership.

5.1.2 Head teachers' Motivation of Teachers and Students on academic Performance

Although head teachers motivated students and teachers, this was largely materialistic in nature. Intrinsic motivation was almost non existent in many schools. The study found that many head teachers viewed motivation in terms of monetary and material reward only.

5.1.3 Head teachers' Provision of Instructional Resources on Academic Performance

In assessing the availability and use of instructional resources, the researcher discovered that virtually all schools had a deficit. Furthermore, teachers did not make a deliberate effort to improvise and neither did head teachers encourage them on the same.

5.1.4 Head teachers' management skills on Academic Performance

The researcher sought to investigate head teachers' management skills and how it would influence learning outcomes. Findings revealed that a majority of head teachers lacked effective management skills that would promote teaching and learning processes in their institutions. Apart from poor coordination of school activities, there was evidence that little had been done to inculcate teamwork. Though the principle of delegation appeared

to be in place, the researcher's observation showed that teachers were not in full control of their responsibilities. Most teachers attributed this to unwarranted interference from the appointing authority i.e. the principal.

5.2 Conclusions

The first objective of the study sought to investigate the influence of the head teachers' internal supervision on academic performance. Findings revealed that the level of head teachers' supervision in low performing schools was lower compared to their counterparts in the high performing schools. This is evidenced by the fact that only 30% of the teachers from low performing schools affirmed that head teachers carried out curriculum supervision. On the other hand, an overwhelming 60% of teachers from the high performing schools who filled in the questionnaire observed that their head teachers were actively involved in the supervision of the teaching and learning processes. The study thus concludes that the head teachers' internal supervision has a significant influence on academic performance; students from high performing schools which were characterised by the head teachers' high level of curriculum supervision scored better grades in K.C.S.E examinations than their counterparts in low performing schools where there was laxity on the part of head teachers with regard to the supervision of the curriculum.

The influence of the head teachers' motivational skills on academic performance was the second objective of the study. Study findings revealed that motivation in the high performing schools was satisfactory as 52% of the teachers agreed that head teachers motivated them in their work.

In the low performing schools, however, 66% of the teachers who participated in the study noted that head teachers did not motivate them to work. Although interviews with the head teachers corroborated the above findings, head teachers' responses further showed that a majority of them viewed motivation in terms of monetary and material rewards only. The study thus concludes that whereas teachers in high performing schools were fairly motivated, those in the low performing schools less motivated. Poor academic performance in the low performing schools could thus be partly attributed to the low level of motivation among teachers. The study also concludes that head teachers in the two categories of schools hardly employed intrinsic motivation.

The provision of instructional resources and its influence on academic performance formed the third objective of the study. Teachers from both categories of schools admitted that there was scarcity of instructional resources. Low performing schools were however worst affected with 81% of respondents disagreeing that head teachers provided adequate instructional resources. A further 55% of teachers from high performing schools also noted that head teachers did not provide adequate resources. A total of 91% of the head teachers interviewed also reaffirmed the inadequacy of instructional resources. However both principals and teachers did not indicate whether they employed improvisation as a mitigation measure. The study thus concludes that secondary schools in Gem lacked instructional resources and head teachers did little to encourage improvisation. The study also found that high performing schools were relatively well equipped in terms of instructional resources compared to the low performing schools, a scenario that may partly explain the reason why students from high performing schools

scored better grades at K.C.S.E. examinations compared to their colleagues in the low performing ones. It was therefore established that the provision of instructional resources is key to academic performance. That 91% of teachers from low performing schools expressed dissatisfaction with the provision of instructional resources is a pointer to the fact that learning in 86% of secondary schools in Gem is grossly compromised.

The influence of the head teachers' management skills on academic performance was the fourth objective of the study. Of all the teachers who participated in the study from low performing schools, only 15% agreed that head teachers set academic targets and maintained a visible presence in their schools. On the other hand 40% of the respondents from high performing schools noted that head teachers set academic targets and maintained a strong visible presence in school. The fact that a majority of teachers from low performing schools, (64%) expressed disapproval with their principals' management skills raises doubts as to whether positive learning outcomes can be realized in those institutions. The study notes that head teachers particularly those from low performing schools lacked ideal management skills that would facilitate learning. The study further concludes that the head teachers' management skills have an influence on academic performance;

5.3 Recommendations

Study findings revealed that there was laxity in the head teachers' supervision of curriculum in the low performing schools. The study therefore recommends the need to sensitize head teachers on their supervisory role. Further more, The M.O.E through the Directorate of Quality Assurance and Standards should ensure that academic standards

are maintained by carrying out regular and random inspections particularly in low performing schools.

Research findings indicated that teachers in low performing schools were dissatisfied with their head teachers' motivation. The study therefore recommends that head teachers in the low performing schools should improve their motivational strategies. It is further recommended that head teachers embrace intrinsic motivation to enhance teaching and learning in their schools as related studies show.

Head teachers ought to prioritize the provision of instructional resources by increasing allocations for their purchase. Secondly, there is need for head teachers to encourage improvisation to mitigate the shortage of these resources.

Given the central role played by the head teachers in schools, it is imperative that they be equipped with leadership and management skills prior to appointment to enable them discharge their duties effectively. The study further suggests capacity building for principals, their deputies and heads of departments with priority being given to those from low performing schools.

5.4 Suggestions for further research

1. A similar study should be carried out in other sub counties/counties in order to enhance generalization of findings.

2. It is further suggested that a study on the same topic be conducted to ascertain the direction of the influence of the head teachers' instructional leadership on academic performance with students and non teaching staff as respondents.

3. Finally it is suggested that a similar study be carried out in primary schools.

Chapter summary

This chapter covers the summary of the study, the conclusions made with regard to the findings of the study as well as the recommendations arising from these conclusions. It also gives suggestions on possible areas for further research.

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APPENDICES

APPENDIX I: MEAN SCORE OF SECONDARY SCHOOLS IN GEM SUB COUNTY (2008-2010)

Table 1.1: KCSE Mean Scores of Secondary Schools in Gem Sub County (2008-2010)

S/No	SCHOOL	2010	2009	2008	MEAN SCORE (2008-2010)
01.	SS6	4.7370	3.7829	5.1850	4.604
02.	SS2	5.9440	6.7049	6.0240	6.2243
03.	SS3	6.1760	5.3240	4.5611	5.353
04.	SS4	5.2586	5.0692	4.1611	4.8293
05.	SS5	4.2860	4.2610	4.4311	4.3260
06.	SS6	6.6754	6.1053	5.2380	6.0262
07.	SS7	6.3230	5.1191	4.8960	5.4462
08.	SS8	4.2860	5.1000	3.8660	4.417
09.	SS9	4.3478	4.9474	4.6666	4.654
10.	SS10	5.04540	4.8670	4.7368	4.8830
11.	SS11	5.1760	4.7740	4.972	4.974
12.	SS12	5.3410	4.5710	3.320	4.411
13.	SS13	5.9568	5.4330	4.3755	5.252
14.	SS14	3.8889	4.670	4.2110	4.2794
15.	SS15I	6.000	4.4290	2.750	4.393
16.	SS16	4.2960	4.400	4.6150	4.437
17.	SS17	5.1330	4.3140	3.9730	4.371
18.	SS18	4.7060	4.294	3.8210	4.273
19.	SS19	4.971	3.7690	3.2821	4.6235
20.	SS20	3.9744	3.7100	3.769	3.8729
21.	SS21	4.6212	3.9110	3.3920	3.974
22.	SS22	3.7270	3.7829	3.4554	3.6508
23.	SS23	8.8972	8.7107	7.7534	8.4538
24.	SS24	3.280	3.428	3.100	3.269
25	SS25	8.970	8.584	8.7633	8.773
26	SS26	4.7620	3.6666	3.2110	4.214
27	SS27	6.581	5.610	5.170	5.787
28	SS28	5.221	4.398	4.901	4.839
29	SS29	6.351	5.4004	4.286	5.582

APPENDIX II: LETTER OF REQUEST FOR SUBJECTS

Moi University,

Faculty of Education,

P.O Box 3900

ELDORET

15th February, 2011

TO THE PRINCIPAL,

RE: REQUEST TO USE YOUR SCHOOL

I am a student in the Department of Educational Management and Policy Studies at Moi University. I am undertaking a study on 'The Influence of the Head teachers' Instructional Leadership on Academic Performance in Gem area Siaya County.' Your school has been selected for this study. The results of the proposed study will be treated with strict confidentiality. In line with this, kindly allow me to use some of your staff for this purpose.

Your cooperation and honest response will be highly appreciated. Your name or name of your school is not required. Let me thank you in advance for taking part in this study.

Yours sincerely,

Johnstone Awilly.

APPENDIX III: SECONDARY SCHOOL TEACHERS' QUESTIONAIRES

The purpose of the study for which this questionnaire is designed is to examine the influence of head teachers' instructional leadership on academic performance in Gem Sub County. All your responses and information obtained will be treated with utmost confidentiality and only used for analytical purposes of the study. Please give your honest views by filling in the blank spaces or putting a tick in the appropriate spaces that correspond with your response.

Your name is not required, be free, honest and give true responses to all the questions.

Section A: School general data

1. School status:

Boarding

Day

Day and Boarding

2. Number of pupils:

What is the current teaching staff establishment?............

What is the number of TSC employed teachers?............

What is the number of B.O.G employed teachers?......

Section B: School K.C.S.E performance data

Please fill the table below indicating the overall schools mean score between 2008 and 2010 for the school.

YEAR	ENTRY	MEAN SCORE
2010		
2009		
2008		

Indicate the overall performance of the school based on the mean score

[   ] 12.0-11.0

[   ] 10.9-8.0

[   ] 7.9-5.0

[   ] 4.9-3.0

[   ] 2.9-1.0

Thank you for your cooperation.

Section C: Background information

Please tick against the response fit for your answer to the questions below.

    1. Gender:

        [   ] Male

        [   ] Female

2. What is your highest level of formal education?

[   ] O'Level

[   ] A'Level

Others, please specify…………………………………………………………………

3. What is your professional qualification?

[   ] Diploma in Education   [   ] B. Education   [   ] M. Ed

Others, please specify……………………………………………………………

4. Length of teaching service

      [   ] Less than **one** term

      [   ] Less than **one** year

      [   ] Between **two** to **five** years

      [   ] Between **five** to **ten** years

      [   ] **Ten** years and above

5. Please indicate the position you currently hold in the school.

      [   ] Assistant teacher

      [   ] Head of subject

      [   ] head of department

Others, specify……………………………………………………………………….

Section D: Head teachers' instructional leadership

1. Role of the head teacher in the supervision of the teaching process

The principal has the responsibility of providing leadership in the school that will uphold the teaching standards in order to enhance students' performance in national examinations. The statements listed below are parameters that will enable the principal to effectively supervise the teaching standards in the school. Respond to the statement in the table below by ticking the appropriate column according to the key provided.

Tick as appropriate

In the instruction process head teachers in our schools do the following;	Very frequently	Frequently	Occasional	Rare	Very rare
Inspect teachers' attendance to duty					
Inspects schemes of work, lesson plans and teachers' notes					
Checks teaching/learning resources					
Conducts internal departmental inspections					

2. Role of the head teacher in supervision of the learning process

Effective learning in the school will enhance students' performance in national examinations. The teacher under the leadership of the principal has the prime responsibility of ensuring that learning is taking place among the students. The statements outlined below are selected aspects that would enable the teachers and the principal to check that learning is taking place. Respond to the statements in the table below by ticking the appropriate column according to the key provided.

Tick (√)

In the instruction process head teachers in our schools do the following;	Very frequently	Frequently	Occasional	Rare	Very rare
Checks students' attendance					
Checks students' assignments					
Checks students' notes					
Checks students' academic progress					
Oversees guidance and counselling of students					

From the following aspects related to the head teachers' motivational skills, management skills and provision of instructional resources, tick the right response appropriately using the following words on the attitude of teachers towards the head teacher's role in academic performance.

Strongly Agree- SA, Agree-A, Unsure-U, Disagree-D, Strongly Disagree-SD

Statements on the head teacher's motivational skills

The head teacher:

   1. Ensures that teachers perform their duties well even in his or her absence.

SA ( ), A ( ), U( ), D( ), ( ), SD( )

2. Fosters a suitable working climate where teachers feel free to initiate positive changes

in

the school

   SA ( ), A ( ), U ( ), D ( ), SD ( )

3. Encourages participation by teachers in educational issues

 SA ( ), A ( ), U ( ), D ( ), SD ( )

4. Advises teachers on opportunities for in-service courses, seminars and workshops and

sponsors them to attend

   SA ( ), A ( ), U ( ), D ( ), SD ( )

5. Discourages collective decision making among the teachers.

   SA ( ), A ( ), U ( ), D ( ), U ( ), SD (

Statement on the head teacher's managerial skills.

The head teacher:

   1. Sets academic target for the school

   SA ( ), A ( ), U ( ), D ( ), SD ( )

  2. Does instructional supervision

 SA ( ) A ( ), U ( ), D ( ), SD ( )

3. Maintains a high visible presence in school

SA ( ), A ( ), U ( ), D ( ), SD ( )

Statement on the provision of instructional resources

1. The head teacher ensures that there are adequate learning and teaching resources.

SA ( ), A ( ), U ( ), D ( ), SD ( )

2. How do you go about in ensuring that you have adequate teaching/learning resources?

3. Do you experience challenges with regard to the acquisition and use of these resources?

Please explain briefly.

Thank you, very much for your cooperation

Yours faithfully,

J.S Awilly

APPENDIX IV: HEAD TEACHERS' INTERVIEW SHEDULE

1.0 Demographic data

1.1 Gender

 1.2 Age in years

  30 and below [ ]

  31-35   [ ]

36-40   [ ]

 41-45   [ ]

51 and above [ ]

1.3Highest professional qualifications.

  M.Ed   [ ]

  B.Ed   [ ]

  Dip.Ed   [ ]

Others (Specify) ……………………………………………………………………

………………………………………………………………………………………..

1.4 Tick an appropriate response in the box provided

  For how long have you:

  a) Been a principal?

    0-5 years [   ]   6-10 years [   ]   Over 10 years [   ]

  b) Been a principal in the present station.

    0-5 years [   ]   6-10 years [   ]   Over 10 years [   ]

1.5What is your present job group?

2.0 Head teacher's role in internal supervision

 2.1Which programmes have you put in place to ensure that you supervise students'

learning

processes effectively?

…………………………………………………………………………………………

…………………………………………………………………………………………

 2.2How frequently do you evaluate students' academic achievement?

……………………………………………………………………………….............

....

2.3 How many lessons do you teach in a week?

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

2.4 Comment on the CBE of the school and its influence on academic performance

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

2.5Do you conduct internal inspection of academic activities in the school? If yes, give **four** aspects that you inspect

………………………………………………………………………………………

………………………………………………………………………………………

2.6 How do you conduct curriculum supervision at class level?

……………………………………………………………………………………….

…………………………………………………………………………………………

2.7How often do quality and standards officers visit your school?

………………………………………………………………………………………..

………………………………………………………………………………………….

4.0 Head teachers' ability to motivate staff and students.

How do you motivate the following?

a)Teachers

………………………………………………………………………………………

………………………………………………………………………………………

b) Students

…………………………………………………………………………………………

…………………………………………………………………………………………

5.0 Provision of instructional resources in school

The provision of instructional resources is instrumental in the attainment of academic success in the school. Please indicate the availability of instructional resources in your school by completing the table below.

Resources	Inadequate	Adequate	More than adequate
Revision materials			
Text books			
Science equipment			
Reference materials			
Charts			
Maps			
Blackboard duster			
Chemicals			
Blackboard ruler			
Teaching aids			
Computers			

Do you encounter challenges with regard to the acquisition of instructional resources?

Explain briefly

6. Head teachers' management skills

Did you undergo any training prior to being appointed head teacher? Please explain.

Do you coordinate K.I.E activities with school curriculum?

Do you organize school activities in consultation with teachers?

Has the school prepared a strategic plan?

Which are some of the specific objectives that address education quality in your strategic plan?

Which activities have been identified to achieve these objectives?

6.0 Information on the teaching staff

Qualifications	Number of teachers
MA, M.E.D	
B.ED	
BA/B.S.C+PDGE	
DIP.ED	
Diploma untrained	
SI	
Untrained form four	

Others, please specify--

7.0 Administrative data of the school

Please provide the data in part I and II

Part I: School general data

1 Category of the school………………………………………..

2 The current teaching staff establishment

Number of TSC Employed teachers-----------

Number of BOG Employed teachers---------

Others, specify---------------------------------

Part II: School KCSE Performance Data

Please fill in the table below indicating candidates' grades and overall school mean score

between 2008 and 2010 for school.

YEAR	ENTRY	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	MEAN SCORE
2008															
2009															
2010															

Overall performance of school based on the mean score

[   ] 12.0-11.0

[   ] 10.9-8.0

[   ] 7.9-5.0

[   ] 4.9-3.0

[   ] 2.9-1.0

Thank you for your cooperation

APPENDIX V: DOCUMENT ANALYSIS

1. How many secondary schools are in Gem Sub County? _____

2. What is the schools' minimum admission marks for form one?
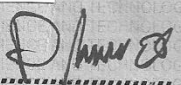
  3. What is the current staffing in public secondary schools in the Sub County?

Please provide the following data on national examination between 2008 to 2010 on the following table

Gem District performance in KCSE

YEAR	2008	2009	2010
MEAN SCORE			

APPENDIX VI: RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Johnstone Awilly

of (Address) *Moi University*

Association P.O Box 436 Yala

has been permitted to conduct research in

	Location
Gem,Siaya	District
Nyanza	Province

on the topic; *Head teachers application of instructional leadership and its influence on academic performance: A case of secondary schools in Gem District, Kenya*

for a period ending   30th *November* 2011

PAGE 3

Research Permit No. *NCST/RRI/12/1/SS011/1256*

Date of issue   *15th September, 2011*

Fee received   *KSHS. 1,000*

....
**Applicant's   Secretary
Signature   National Council for
                       Science and Technology**

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

GPK6055t3mt10/2011

(CONDITIONS—see back page)

APENDIX VII:

LETTER OF AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RRI/12/1/MED011/1256**

Date:

16ᵗʰSeptember, 2011

Johnstone Awilly
Moi University
P.O.Box 436
Yala

RE:RESEARCH AUTHORIZATION

Following your application for authority to carry out research on;
*"Headteachers' application of instructional leadership and its influence
on academic performance: A case of secondary schools in Gem District,
Kenya,"* I am pleased to inform you that you have been authorized to
undertake research in **Gem District** Kenya for a period ending **30th
November 2011**

You are advised to report to **The District Commissioner and The
District Education Officer Gem District** before embarking on the
research project.

On completion of your research project you are advised to submit **one
hard** copies and **one soft** copy of your thesis/ project to this office.

P.N NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
Gem District

The District Education Officer
Gem District