

**HEADTEACHERS' SUPERVISORY ROLE INFLUENCE ON PUPILS
ACADEMIC ACHIEVEMENTS IN KENYA CERTIFICATE OF PRIMARY
EDUCATION: MURANG'A COUNTY**

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DECLARATION

This research thesis is my original work and has not been presented for a degree in any other university.

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DEDICATION

This thesis is dedicated to the Lord God Almighty who is awesome and All-Powerful. He gave me good health, insight and finances to complete this study. May His name be glorified. I am grateful to my late dad Stanley Gathwe Macharia who bequeathed in me a rich legacy of hard work, integrity and the fear of God. More so, my mom Rahab Wanjiru Gathwe and my son Stanley Gathwe Prosper who stood by my side and inspired me to soldier on and complete this study. To God be the glory.

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ABSTRACT

Murang'a County of Kenya has been performing poorly in National Examinations for four years running as indicated in the background of the study. The purpose of this study therefore was to establish whether head teachers' supervisory role has influence on pupils' academic achievement in Kenya Certificate of Primary Education in Murang'a County. The study was guided by the following objectives; to investigate the extent to which the head teacher's supervisory role of building the capacity of teachers influence academic achievements in Murang'a County, to establish the extent to which the head teachers' supervisory role of resource provision influence academic achievements in Murang'a County, to find out how the head teachers' supervisory role of visible presence influence academic achievement in Murang'a County, to establish the extent to which the head teachers' supervisory role of monitoring classroom progress influence academic achievement in Murang'a County and finally to establish the extent to which head teachers' supervisory role of setting a clear vision mission and motto influence academic achievements in Murang'a County. The study adopted descriptive research design, data was generated using questionnaires, document analysis and In-depth interview. The target population for the study was 506 head teachers, 5,913 teachers and 31 Curriculum Support Officers in Murang'a County. The public primary schools were selected for the study using stratified random sampling technique. The target population was above 1000 cases hence a third of the cases were selected randomly (Borg and Gall, 2004). A sample of 152 head teachers, 1,774 teachers and nine Curriculum Support Officers participated in the study. Validity of research instruments was ascertained, with the help of the researcher's supervisors who are specialists in this area. Reliability was ascertained using test-retest method and it was found to be 0.85. Quantitative data was analyzed using Pearson's Correlation Coefficient, while qualitative data from interviews was transcribed and grouped into themes and sub-themes. The findings revealed that head teachers do not help teachers to set realistic goals with regard to students' abilities as indicated by the mean of 1.53. On resource provision the study established that there is an acute shortage of text books in Murang'a County whereby four pupils share one book as indicated by the mean of 2.31. However on the head teachers' role of building the capacity of teachers' the study established that some head teachers facilitate teachers in 'Tusome programme' the mean was 4.1. Hypothesis was tested as per the study objectives as follows; on resource provision the $r = 0.189$, $p < 0.05$ show a positive relationship between resource provision and academic achievement. On classroom observation the calculated P value of 0.00 was less than the critical value of 0.05 the null hypothesis was rejected in favour of the alternative. On monitoring classroom progress $r = 0.306$, $p < 0.05$ the null hypothesis was rejected in favour of the alternative. There was a positive relationship between clear vision and goal setting at $r = 0.391$, $p < 0.05$. On capacity building $r = 0.137$, $p > 0.05$ the null hypothesis was retained. In conclusion failure by head teacher's to perform their supervisory roles has negative implications on pupils 'academic achievements in Murang'a County. These finding therefore, can be a reference point for head teachers and curriculum support officers in Murang'a County for improved academic achievements. Major recommendations are; the Ministry of Education should come up with a policy on purchase and replacement of instructional materials. Monitoring of classroom progress should start from early years to avoid unnecessary pressure to the teachers and learners in standard eight, since if it is started early better results would be realized.

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ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
CDE	County Director of Education
CSO's	Curriculum Support Officers (formerly known as TAC-Tutors)
CDF	Constituency Development Fund
ELIMIKA	Online Orientation Programme for Teachers
ESQAC	Education Standards Quality Assurance Council
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KIE	Kenya Institute of Education
KICD	Kenya Institute of Curriculum Development
KEMI	Kenya Education Management Institute
KEPSHA	Kenya Primary School Heads' Association
KNEC	Kenya National Examination Council
KSL	Kenya Sign Language
MDGs	Millennium Development Goals
MOE	Ministry of Education
OB	Daily Occurrence Book
PLCs	Professional Learning Communities
P/TA	Parents'/Teachers' Association
QASO	Quality Assurance and Standards Officer
SAQ	Staff Assessment Questionnaire
SMC	School Management Committee
SNE	Special Needs Education
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNESCO	The United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

The introduction to the study provides the background of the study, statement of the problem, purpose of the study, objectives of the study, research hypothesis, significance of the study, scope of the study, limitations of the study, assumptions of the study and definition of terms.

1.1 Background to the Study

In the United States of America Supervisory roles of the head teachers came into prominence in the 1990's as a paradigm of academic achievements. Supervisory roles of the head teachers places more importance on teaching and learning which is measured by academic achievements. Despite the fact that the head teachers' supervisory role is a critical issue in the realization of effective schools, it is rarely practiced. The head teacher is expected to provide the appropriate instruction which would assist each staff member make a maximum contribution to the schools' effort to providing quality and up-to-date education (Brookover and Lezotte, 2010).

Head teachers who had managed to form their schools towards academic achievement in USA had managed to overcome the pressures that push them away from a focus on teaching and learning (Marshal, 2001). In the UK (United Kingdom) school reformers viewed head teachers as culture builders who create high standards of learning for all students. Head teachers who practice their supervisory roles are goal oriented.

They take the lead in defining clear direction for their schools and personally coordinating efforts towards increasing student achievement. Effective schools focus primarily on improving student academic outcomes (Billiard, 2003). Despite the efforts made by the UK government to foster acceptance of head teachers' supervisory roles, it was clearly going against the long established norms of headship (Flath, 2005). In Malaysia, Thailand and India head teachers tend to be more of managerial and administration oriented, they delegate supervisory role of teaching and learning to the deputy head teacher (Mendez-Morse, 2009).

Many a time, head teachers are not in touch with what is going on at the classroom level and are unable to appreciate some of the problems teachers and students encounter. Lack of vision in the management of schools, leads to imbalance in the allocation and use of resources (Ayot and Briggs, 2010). A closer examination on effective academic achievements reveals that performance does not just happen, head teachers need to be involved in classroom teaching and enhance academic achievements (Weindling, 2011).

In Nigeria Ike-Obioha (2009) established that one of the major causes of poor performance among pupils in the country was ineffective head teachers. Effective head teachers are present in the school and lead in teaching and learning, they are hands-on. The role of the head teacher involves leading instruction and academic achievements. Akinola (2010) observed that secondary and primary schools in Ghana were not able to achieve learning outcomes due to poor instructional practices.

The Ministry of Education Science and Technology, has over the years been seeking ways to improve the quality of teaching and learning in schools which would subsequently raise the standards of education in Kenya. A dominant belief in education and government circles is that head teachers can and should make a difference in the academic standards of schools (Christie, 2010). Head teachers should, therefore, become leaders of instruction and with dynamic and inspirational leadership focus on raising the teaching and learning practices in schools.

The re-introduction of free primary education sought to address the limited progress towards the attainment of Universal Primary Education witnessed in the last decade (UNESCO, 2003). A new approach to the provision of Free Primary Education in Kenya was deemed necessary and in January 2003, it was declared in recognition of education as a basic right for all Kenyan children as articulated in the Children's Act of 2001. The management of public primary schools is the responsibility of the head teachers who undertake the instructional supervision and management in general.

Following the declaration of Free Primary Education in 2003 by the Government (Republic of Kenya, 2003) there has been an overwhelming influx of children to public primary schools. Consequently, increased demands are placed on the Ministry of Education (MOE) by the public for the provision of teaching/learning materials, equipment, additional teachers and physical facilities for effective curriculum implementation. The government and all other stakeholders look upon the head teacher for effective implementation of any program introduced at this level.

Free Primary Education has opportunities and presents great challenges to primary school head teachers because they are the ones expected to play a key role in its implementation to ensure good performance in the national examinations. Under the Education for All (EFA) programmes driven by UNESCO, most countries including Kenya were committed to achieving universal enrollment in primary education by 2015, and in Kenya, it is now compulsory for children to receive primary education (Webb. 2010). Universal Primary Education is one of the eight Millennium Development Goals (MDGs) and great improvements have been achieved in the past decade, yet a great deal remains to be done (UNESCO, 2010).

The head teacher is expected to provide the appropriate guidance which would assist each staff member make maximum contribution to the schools' (Grogan and Andrews, 2002). In Kenya primary education has struggled with the problem of poor performance in national examinations especially in core subjects offered within the curriculum. Despite the investment in terms of providing materials undertaken by government, several challenges are still reported that pertain to this segment of the education system (KIE, 2008).

The poor performance of pupils has often been attributed to inadequate instructional practices and professional development programs which have not factored in the role of the head teacher as the instructional leader. Perhaps this is the reason the head teachers confine their efforts on issues of management and administration (Onguko *et al*, 2008). Murang'a County was position 40 nationally out of the 47 counties in 2014 KCPE examination. Kahuro sub-county had a mean score of 211 marks. It was followed by Kangema (210), with Kigumo coming at a distance third with a mean score of 209marks.

Others included Murang’a East (206), Mathioya (201), with Kandara and Gatanga having the lowest mean score of less than 200. Kiahiti Primary School, which was the worst performer both in the county and in Central Province, registered a mean score 152.37 (Uwezo Report, 2014). Statistics on academic achievements indicate that the neighboring Nyeri County has been performing well with a mean grade of over 260 marks out of the 500 marks. The county has also been in position 12 and 13 respectively as compared to Murang’a which was ranked position 40 out of 47 in the year 2014. The mean grade has been below 250 marks which is below average mark.

The performance in this County has registered a decline since 2011 as shown in Table 1.

Table 1: KCPE Performance in Murang’a County, 2011-2014

Year	Position out of the 47 Counties	Mean score out of the total 500 marks
2011	32/47	230
2012	34/47	220
2013	36/47	219
2014	40/47	215

Source: CDE’S Office Murang’a County, 2015

Performance of learners in any school is considered an aspect of educational outcomes, and more often than not, society focuses on academic achievements. However, many educators agree that schools should also focus on co-curricular activities and also emphasize the acquisitions of skills of the 21st century (Bhardway and Gebrehinot, 2009). Stronge (2012) calculates that 62.2 per cent of the elementary head teachers time is focused on school management issues, whereas only 6.2 per cent of their time is focused on teaching and learning. He adds that a typical head teacher performs a number of tasks each day, but only 11 per cent relate to teaching and learning.

Berlin, Kavanagah, and Jensen (2009) noted that, if schools are to progress, the head teacher cannot allow daily duties to interfere with the teaching and learning. He further stated that if head teachers' are to heed the call from education reformers to facilitate teaching and learning it is obvious that they must take on a different role evidently, there is an apparent gap between what is done by head teachers and what needs to be done to achieve educational outcomes. Therefore there was need to determine head teachers' supervisory roles and its influence on academic achievement.

1.2 Statement of the Problem

Despite the fact that head teachers' role in teaching and learning is critical in the realization of educational goals, it is seldom practiced. Among the many tasks performed by head teachers, only ten percent of their time is directed to monitoring classroom progress. Head teachers continue to seek a balance in their role as managers, administrators and their role in teaching and learning. The head teacher's role of setting a clear vision and goals, monitoring classroom progress, providing resources and building the capacity of teachers is essential for the achievement of educational goals. Majority of head teachers may not be practicing their role of ensuring that effective teaching and learning takes place. They concentrate on managerial tasks, such as policies, maintenance of financial records and upkeep of buildings and classrooms and ignore teaching and learning. In Kenya, reading and writing abilities in primary schools has declined which could be a pointer to a gap in teaching and learning. According to UWEZO one out of ten pupils cannot perform simple calculations; two out of ten pupils cannot read in Standard Eight, Murang'a County could not be an exception.

The years 2011-2015 have posted a downward trend in academic achievements in Murang'a County as evidenced by below average mean grades. Murang'a east had a mean score of 206 out of the 500 marks, Mathioya a mean of 201, with Kandara and Gatanga having the lowest mean scores of less than 200 out of the total 500 marks. Kiahiti Primary School, which was the worst performer both in the county and in Central Province, registered a mean score 152.37. Comparing this performance with those of neighbouring counties such as Nyeri and Kirinyaga which have been posting mean scores of over 250 marks, Murang'a County's performance is much lower.

A study conducted by Waithera (2013) on performance in Kandara District, Murang'a County focused on socio cultural factors such as low regard for education, initiation rite of passage and the outlawed Mungiki sect as factors leading to poor performance in Murang'a County. Another study done by Wanja (2015) in Gatanga District, Murang'a County focused on head teachers' administrative styles. There was need therefore to conduct a study in order to establish head teachers' supervisory role (teaching and learning) and its implications on academic achievements in Murang'a County.

1.3 Purpose of Study

The purpose of this study was to establish whether head teachers' supervisory role has influence on academic achievement in Kenya Certificate of Primary Education in Murang'a County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i) To investigate the extent to which the head teacher's supervisory role of building the capacity of teachers influence academic achievements in Murang'a County.
- ii) To establish the extent to which the head teachers supervisory 'role of resource provision influence academic achievements in Murang'a County.
- iii) To find out how the head teachers' supervisory role of visible presence influence academic achievement in Murang'a County
- iv) To establish the extent to which the head teachers' supervisory role of monitoring classroom progress influence academic achievement in Murang'a
- v) To establish the extent to which head teachers' supervisory role of setting a clear vision mission and motto influence academic achievement in Murang'a County.

1.5 Research Hypothesis

The following Hypothesis guided the study:

- i) H_{0_1} : The head teachers' supervisory role of building the capacity of teachers has no statistically significant influence on academic achievement in Murang'a County.
- ii) H_{0_2} : The head teachers' supervisory role of resource provision has no statistically significant influence on academic achievement in Murang'a County.
- iii) H_{0_3} : The head teachers' supervisory role of visible presence has no statistically significant influence on student's academic achievement in Murang'a County.
- iv) H_{0_4} : The head teacher's supervisory role of monitoring classroom progress has no statistically significant influence on academic achievements in Murang'a County.
- v) H_{0_5} : The head teachers' supervisory role of setting a clear vision and goals has no statistically significant influence on academic achievement in Murang'a County.

1.6 Significance of the Study

The study is expected to serve as a reference point for head teachers in Murang'a County on supervisory roles that would lead to improvement of pupils' performance in national examinations. In addition head teachers would get information which may be used to give guidelines on what is expected of them with regard to guiding teaching and learning for academic achievements. The pupils may benefit from improved and better learning conditions. Training and building the capacity of teachers would lead to improved instructional methods and positive change in academic achievement. Curriculum Support Officers (CSO's) may get information which may be used to give guidelines on what is expected of head teachers and teachers in curriculum delivery. The study would form a basis for further research. It may be a source of information for future researchers in the same field. It may also provide information that would be useful to curriculum planners.

1.7 Scope of the Study

The study investigated head teachers' roles and its implications on academic achievements. The study was carried out in public primary schools in Murang'a County. Thus the geographical area was delineated to Murang'a County Kenya. The study was conducted among head teachers and teachers of public schools and thus excluded private secondary schools because some private schools are run by directors who may not necessarily be professionally trained teachers. Curriculum Support Officers also participated in the study because of their advisory role on curriculum implementation in schools.

Administrators like school management Committee and Parents Teachers Association (P/TA) were not part of this study because it was delimited to the Head teachers' supervisory roles.

1.8 Limitations of the Study

Limitations are factors, usually beyond the researcher's control, that may affect the results of the study or how the results are interpreted. The individual tools used in this study were possibly a limitation if they were used singly since they could not adequately collect all the necessary information. However, this drawback was controlled by using three different sets of tools, namely: questionnaires, in depth interview and document analysis. The three instruments eliminated subjective bias; hence the researcher obtained information that was corroborated. Another limitation was the possibility of duplication of responses from the respondents. Some respondents may also hastily complete the questionnaires without full consideration of the questions or the response. This was mitigated by the researcher encouraging respondents to fill the questionnaires individually and not as a group.

1.9 Assumptions of the Study

The study was undertaken with the following assumptions;

- i) That head teachers possessed the relevant skills and qualifications to carry out supervisory roles.
- ii) Schools had adequate resources which would positively influence academic achievement.
- iii) Schools mission vision and motto guided the school in the achievement of academic goals.
- iv) It was assumed that all respondents would answer all questions honestly and to the best of their abilities.

1.10 Definition of Terms

The following definitions of terms apply throughout this study. Other relevant terms are defined throughout the text of this thesis as necessary.

Supervisory role: Supervisory role in this study refers to the head teachers' participation in teaching and learning

Academic achievements: Academic achievements in this study refers to good performance in academics and co-curricular activities, the indicators are, talent and innovativeness in drama and music, improved mean grades and achievement in skills and competencies

Curriculum: For the purposes of this study curriculum outlines the skills, attitudes, and values pupils are expected to learn, develop and exhibit while attending school.

Head teacher: In this study, the head teacher refers to the head of the school. The head teacher will also be referred to as instructional leader or curriculum leader

E-Content: it is the instructional content or learning experience delivered or enabled by electronic technologies

“Tafakari” Project: This refers to an e-learning content in mathematics and sciences developed by KICD

“Tusome”: Meaning let us read is an early grade literacy programme in public primary schools

Orange Book: A book with a list of approved instructional materials used in primary schools in Kenya

Elimika Programme: Online Teachers' Orientation course facilitated by KICD for primary level in a modular approach with each module covering a subject area to effectively teach that subject.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on the study variables of head teachers' supervisory roles as follows; head teachers supervisory role of setting a clear vision and goals, head teachers supervisory role of building the capacity of teachers, head teachers supervisory role of resource provision, head teachers supervisory role of visible presence, head teachers supervisory role of monitoring classroom progress, theoretical and conceptual framework and finally summary and identification of gaps in reviewed literature.

2.2 Head teachers' supervisory Role of Setting a Clear Vision and Goals

Dinham (2005) defined Supervisory role of the head teacher as behaviour of the school head that are intended to promote growth in student learning. In practice, this means that the school head encourages educational achievement by making instructional quality the top priority of the school and brings that vision to and Leithwood (2007) established six critical dimensions of instructional viz a viz identifying and articulating a vision; fostering acceptance of group goals; providing individualized support; intellectual stimulation; providing an appropriate model; high performance expectations.

Elmore (2010) in his study noted that the role of an instructional leader differs from that of a traditional school administrator in a number of meaningful ways; School heads have the responsibility of supplying teachers with resources and incentives for learner-centered classroom practice. Leithwood, Jantzi, and Steinbach (2007) established that head teachers' supervisory role is a series of behaviors that are intended to create the desired effect in the classroom.

They established that there is a link between leadership and school effectiveness in academic achievements albeit, one that is mediated by having a shared vision and goals. Clearly stipulated goals in a school set up, develops followers such as teachers into leaders, elevate followers concern, from lower to higher level needs, inspire followers to go beyond their self-interest for the good of the community, and points a vision of a desired future state and communication change as well. Sanzo, Sherman, and Clayton (2008) added a voice to the area of research, that although head teachers are somewhat removed from classroom practices, they have the responsibility to assist teachers in identifying effective teaching and learning tools. In this context the head of the school is expected to inform teachers about new and better pedagogical practices, technologies and resources that support effective academic achievements (Quinn, 2009).

Barneet (2010) in his Research established that academic achievements are a reflection of effective instructions. Quinn (2011) added a voice to the ongoing discussion that in the past, it was assumed that effective school headship lay in setting clear objectives, maintaining discipline and creating high standards. Onguko, Abdalla, and Webber (2008) in their study stated that whereas a conventional school head spends the majority of his/her time dealing with strictly administrative duties, a head teacher is charged with redefining his/her role to become the primary learner in a community striving for excellence in education. As such, it becomes the head's responsibility to work with teachers to define educational objectives and set school-wide or district wide goals, provide the necessary resources for learning, and create new learning opportunities for students and staff.

The role of the school head in teaching and learning is a subject of intensive research as scholars seek ways to improve academic achievements and raise student achievement levels. Onguko (2008) in his study however revealed that effective instruction has a set of variables that are different from those mentioned earlier, they include; instructional organization and setting the school climate. Although researchers have varied definitions of supervisory roles of the head teacher, many of them agree that the school head must be strong in instructional practices.

Hallinger (2005) listed three main components of setting a clear vision and mission for the school that is that is: defining the school mission, managing the instructional program, and creating a positive school climate. Head teachers must exert influence on others in order to create a desirable instructional practice in their schools (Quinn, 2008). Earlier, Andrews and Soder (2009) in their study identified roles of effective instructions as: resource provider/mobilizer, instructional resource, communicator and visible presence.

Posner and Rudnitsky (2010), Andrews and Soder (2013) in their study established that students in instructional led schools scored significantly higher grades in mathematics and reading than those in schools with average or weak leadership. Duke (2004) in his study on head teachers who promote teaching and learning established that there is no single leadership skill or set of skills presumed to be appropriate for all schools or all instructional situations. On the other hand, Kroeze (2006) found that certain activities could be grouped together and they are presented in the following four categories:

The head teacher as the keeper of keys, the director of transportation, the coordinator of correspondence, the quartermaster of stores, the divisor of intricate schedules, the publisher of handbooks, the director of public relations and the instructional leader. Kwakwa (2007) acknowledged that the head teacher is a key person in any education system. His role cannot be taken for granted if he is expected to give the right kind of education to students. Throughout the literature there are recurring themes on supervisory roles of the head teacher. Baskett and Miklos (2002) in their study presented a person-centered approach which emphasizes sensitivity to working with teachers, peers, super ordinates and members of the public. Rutherford (2007) had a different view that the head teacher has a vision, work toward a shared understanding of the goals, progress toward their achievement and coordinate curriculum, instruction and assessment, translate the vision into action, work as a team and emphasize school wide goals and expectations.

Fullan (2008) found in his research that schools operated by head teachers who were perceived by their teachers to be strong in providing directions in instruction, exhibited significantly greater gain scores in achievement in reading and mathematics than did schools operated by average and weak head teachers. Thus, perception could be included as a strong determinant of effectiveness. However Hallinger and Heck (2009) argued that although school heads' activities influence learner achievement, they can only influence academic achievements through working with the teachers and students. Terms such as vision, mission and goals are central in the vocabulary of school leaders who wish to succeed (Hallinger and Heck, 2008).

The first supervisory role that all head teachers need to deal with is to establish vision and goals (Levin 2009). People are motivated by goals that they find personally compelling, as well as challenging, but achievable. Hallinger and Heck (2009) identified vision and goals as the most significant avenue through which school leaders' impact learning. Robinson *et al.* (2010) in a meta-analysis of the school leadership effects reaffirmed this conclusion. Indeed, they placed vision and goals as the second most significant path through which principals contribute to improved learning in classrooms. Vision and goals achieve their impact through two primary means (Hallinger and Heck, 2002). First they inspire people to contribute, even sacrifice, their effort towards the achievement of a collective goal. This motivational power of vision is highlighted in the theory of transformational leadership (Leithwood, 2004).

Through joining a collective effort to reach a challenging but meaningful goal, people may come to realize new aspirations and achieve higher levels of performance. Goals also impact performance by limiting staff attention to a more narrow range of desired ends and scope of activities. Clearly defined goals provide a basis for making decisions on staffing, resource allocation, and program adoption. In schools with a history of success, the vision was strongly embedded in the school's culture and provided implicit guidance in maintaining the school's direction (Day *et al.*, 2010). According to Steller (2011) an effective head teacher's central objective is academic achievement; the head teacher must create a school environment through policies and procedures that provide the appropriate support for teachers to focus on the goal.

A vision is the final answer to the question of why? Why am I doing this? Why does it matter? Why is it important to me and for the world beyond me? Why do I strive to accomplish this end? A vision is the reason behind the immediate goals and motives that drive our daily behaviour (Damon, 2012). Self-efficacy affects an individual's personal goals since it is an indication of confidence on the part of the leader. Challenging goals, they suggest, raise an individual's personal effectiveness. Girvin (2014) has articulated that setting goals and objectives by a given school enhance students' achievements'. In this context, the main aim of the head teacher is to set objectives for academic improvement, and to circulate these among the staff members as guide lines. Robinson and Lloyd (2002) in their study affirmed that establishing goals and expectations influence student's outcomes.

They define goal setting in the education context as the setting, communicating and monitoring of learning goals, standards, and expectations and the involvement of staff and others in the process so that there is clarity and consensus about goals. Leithwood and Riel (2005) also recognized that building a vision and setting directions is one of the core practices of successful instructions. According to Cross and Rice (2000) a head teacher who performs his/her supervisory role must have; a vision and commitment to high student achievement, high expectations, development of a trusting working environment, effective communication, and the courage to seek assistance. Locke and Latham (2005) defined goals as the object or aim of an action a goal reflects one's purpose and refers to quantity, quality or rate of performance.

Bandura (2007) in his study established that goal setting becomes a process that naturally creates discrepancies. Thus, goal setting creates discontent with our current circumstances or performance and generates a discrepancy between the existing situation and a desired future state. Two functions lie at the heart of the head teacher; providing direction and exercising influence. In other words, leaders mobilize and work with others to achieve shared goals. The implications are the following: head teachers do not merely impose goals on followers, but work with others to create a shared sense of purpose and direction. Head teachers primarily work through and with other people. They also help to establish the conditions that enable others to be effective. Thus, effects on school goals are indirect as well as direct (Bovalino, 2008).

A study undertaken by Sun (2005) demonstrated that, by developing a shared vision, building consensus on goals and holding high performance expectations, have a significant positive impact on: Essential school conditions such as school culture and shared decision-making processes and teacher-related outcomes such as satisfaction, commitment empowerment, efficacy, and organizational citizenship. These critical school conditions and teacher-related outcomes, in turn, make direct contributions to student learning (Leithwood and Jantzi, 2006). A review by Leithwood (2009) of school working conditions that matter suggests that a school with a vision has significant effect on student achievement. Felder (2010) in his study affirmed that head teachers' help teachers set goals and develop on-going assessment processes for examining the connections between their own learning, student learning, and school improvement goals.

Focusing the school on goals and expectations for student achievement, for example, is one of the three leadership practices that contribute to better instruction that were identified in a large scale study of supervisory roles commissioned by the Wallace Foundation (Leithwood *et al*, 2012). While the head teacher plays the central role in school leadership, high-performing schools benefit from involving stakeholders – with the head teacher encouraging teachers, parents and others to participate in making decisions. Achieving such cohesive and collaborative success, however, points back to the importance of the head teacher ability to develop clear goals, and motivate all the stakeholders to work together toward a shared vision (Louis, 2010). Having such goals helps people make sense of their work and enables them to find a sense of identity for themselves within their work context (Jantzi, 2011).

Goal setting has yet to become personal, real and compelling for us in our daily lives in schools (Onyango, 2012). As a result we are missing one of the most powerful tools for helping students achieve their goals. Conzemius and O’Neill (2006) established that head teachers’ without a clear vision and goals are missing opportunities to experience outcomes in their work. As Bandura (2007) suggested goal setting affects our level of motivation, our beliefs about what we are capable of learning or the level at which we are capable of performing, and our own self-evaluation. The discrepancy created by goal setting is experienced as a constructive discontent (Bovalino, 2008). Goals focus our attention, and lead to a more determined and sustained effort than would otherwise be the case.

However this is not always the case, according to Robinson *et al* (2009) goals are only motivating in an education setting if the stakeholders that is: teachers, students, or parents feel they have the capacity to meet the goals. They either believe their current resources are sufficient for the purpose or they are confident they will be given the additional expertise and support they need. People are committed to the goals if they understand and value them and the goals are specific and unambiguous (Reitzug, 2009). Latham and Locke (2010) also alluded to the importance of distinguishing between assigned goals and personal goals. Personal goals, along with an individual's sense of self-efficacy, are what most directly determine a person's actions. Assigning a challenging goal in itself can actually raise a person's sense of achieving it.

At the heart of setting goals in an education context is; moral purpose, high expectations for all and the belief that every child can learn given the right approach and amount of time (Fullan, 2010). He explained that the moral purpose to be realized must combine deep commitment and the means of enacting it. Thus commitment plus strategy are required, if either commitment or strategy is weak, the result is failure. A vision is a stable and generalized intention to accomplish something that is at the same time meaningful to the self and consequential for the world beyond the self. Monitoring and supervision is also included in the head teacher's responsibilities and evaluation help to change strategy if necessary (Yunas, 2013). Head teachers are often required to focus on new initiatives, with a view to achieving or altering the current goals of an organization, and also focus on the implementation of the road map available to achieve the goals.

Faisal (2013) acknowledged that, changes occur due to some circumstances, e.g., economic conditions, climatic changes or the unfolding of disasters or changing trends in the world. When a change takes place, the education system of any society should make amendments in order to achieve its goals. Abdullah and Kassim (2010) noted that head teachers who are successful in effecting changes are able to make their own paradigm shift in the school system to achieve the set goals. They ensure that they have at their disposal a variety of data helping them to show that student performance can be used for the forging of their vision and goals (Murphy, 2012). Research undertaken in different countries demonstrates that head teachers play a key role in school development and any sort of change that has been brought for the development of school (Chan and Kaur, 2013).

The major impact of head teacher supervisory role is routinely found to be on student learning (Hallinger and Heck, 2013). The head teacher sets certain goals, like development of people that is, making them more responsible for the performance of various tasks. The head teachers in their supervisory roles thus motivate people and share their goals with subordinates, in order to make them perform more effectively. Gilbert (2000) found that head teachers' instructional roles have two main aspects: the leadership behaviour displayed is the means, and the consequences of those behaviors are the end. When we assess the performances of head teachers, we search for instructional, managerial and qualities. Assessment of head teachers often reveals a pronounced polarity: they are either successful or not in obtaining their key goals (Khan, 2009).

Looking towards the situation in education and its impact on the economic and social issues in any given country, it is suggested that supervisory role of the head teacher can play a central role in changing the whole scenario (West, 2009). One key condition of this happening is that head teachers have a vision to run their institutes effectively by helping teachers and guiding students (Hussein, 2011). Academic achievement is a result of effective teaching and learning processes. School head teachers' are the key actors charged to enhance school efficiency by bringing indispensable changes, which may result in the enhancement of student achievement as measured by the grades of the students. This is possible only when they plan correctly and then implement their development programs to the desired level (Yunas and Iqbal, 2013).

2.3 Head Teachers' Supervisory role of Building the Capacity of Teachers

The first and probably the most important responsibility of the head teacher focus on professional development of the teacher. McNeil (2007) defined capacity building as mutually transformative, learning relationship that improves teachers and head teachers' repertoires of pedagogical practices. The results are improved student academic achievement. Capacity building also refers to learning opportunities that engage teachers' creative and reflective capacities to strengthen their practice (Bredeson, 2009). Educational reform reports, legislative mandates and contemporary educational literature indicate that teachers' professional development is critical to school improvement (Brookover, 2010). Teachers participate in a wide range of professional activities in and beyond their work. The head teacher develops and maintains effective strategies and procedures for staff induction, professional development and performance review.

Empowering teachers, maintaining visibility, promoting teachers' professional growth, studying literature and proven programs, supporting practice of new skills, risk taking, innovation and creativity provide effective staff development programs (Crévola, 2009). Head teachers are key actors in helping build teacher capacity as autonomous learners and practitioners (De Pree, 2013). The first strategy towards teacher improvement is individual professional development, that is, academic subject knowledge and learning determined mainly by teachers' individual interests. The second type is skills training, primarily driven by the introduction of new technologies and the school's need for new professional competencies in specific areas (Greenfield, 2000). Skills training lead to direct changes in teacher skill levels and changes aspects of their daily work. The third type of in-service experience is described as the information shower.

During these sessions the focus is on the dissemination of information with little expectation that there will be any effect or very minimal impact on teachers and their work (Sergiovanni, 2011). Haycock (2000) in his study on improved teaching and learning established that, ongoing professional learning opportunities for teachers promote learning, not just for individuals, but for the organization as a whole. When head teachers are engaged in the design, delivery and content of professional development, the outcomes are much more likely to meet teachers' needs, and have a significant influence on teacher thinking and classroom practices (Madden, 2005). Cuban, (2009) in his study came up with seven ways that head teachers contribute positively to the school's learning environment: they include, aligning professional development with school goals and teacher needs, empowering teachers as decision makers, identifying needs, developing on-going planning processes and creating dialogues.

This implies a commitment to organizational learning, that is, learning within the specific context of the school and its school improvement agenda. Effective professional learning involves intensive, sustained, theoretically-based yet practically-situated learning, with opportunities to observe good practice, to be involved in coaching and mentoring processes, and to take time for reflection (Fullan, 2004). Bennis (2010) alluded to the fact that head teachers must be knowledgeable about ways of promoting organizational learning that enhance simultaneously the motivation of staff, and their competence and capacity to engage in a process of ongoing development and improvement. Cuban (2011) stated that head teachers must provide staff with opportunities that extend well beyond traditional models of, and approaches to, professional development and in-service training.

Classroom practices. Head teachers' may ask, for example, in what ways will this activity support our school improvement plan? How will it contribute to better teaching and enhanced student learning? Obviously, teachers need to ask these same questions. However, it is the head teacher whose position allows him/her to see the big picture of teacher and student needs, and school goals (King, 2012). Head teachers' help the teachers and school focus on their goals and priorities, so that professional development opportunities for teachers do not become fragmented, isolated and incoherent activities with little positive impact on teachers or students. Obviously, all teacher needs are not necessarily professional development ones. Stressed out teachers, for example, may need a break to recharge their personal and professional batteries (Heck, 2009). Head teachers' are sensitive to these needs because they ultimately affect teachers' growth and practice.

Successful head teachers' find time, money and ways to support individual teacher needs, even when not directly related to student learning (Brubaker, 2010). Head teachers' make investments in the physical and emotional well-being of teachers knowing that meeting these needs positively affects students and the school. Bredeson (2011) established those Head teachers' help teachers become involved as decision makers in their own learning. (Quinn, 2013) further established that Head teachers' need to initiate creative and reflective dialogues among teachers, about the structure, process, and desired outcomes.

Munsie (2005) noted that conversations are opportunities for head teachers' and teachers to rethink, restructure, and recapture professional development in their school. These conversations might raise the following questions about the delivery of professional development. Do the professional development activities provide multiple ways for teachers to participate and learn? Are there sufficient resources of time, expertise, and money to meet goals of the professional development design? (Buchanan, 2006).

Collaborative planning, joint work, curriculum redesign, school- based inquiry and deep conversations about teaching and learning represent different delivery strategies for meeting teachers' needs (Leithwood 2007). Regarding building the capacity of teachers, head teachers' and teachers might ask, in what ways are the concepts and processes of activities aligned with local goals and standards? Do the learning opportunities demonstrate and use models of effective pedagogy (Madu, 2009).

Thus, school head teachers' are not mere sponsors of teacher professional development; they collaborate with teachers in the design, delivery and planning of content for learning opportunities that align professional needs, with school goals, and student needs. In addition to head teachers supervisory role of building the capacity of teachers the leader's emotional intelligence is important (Hyland, 2007).Recent evidence suggests that emotional intelligence displayed, for example, through a leader's personal attention to an employee and through the utilization of the employee's capacities, increases the employee's enthusiasm and optimism, reduces frustration, transmits a sense of mission and indirectly increases performance (Kennedy and Anderson, 2007). Another aspect of capacity building involves; group book studies, lesson study in critical friends' groups, professional development sessions at conferences, or visits to high-performing schools all geared towards intellectual stimulation (Tanriogen, 2008).

According to Hoffman (2009) teachers should participate in book groups that focus on student achievement. The groups function through a mixture of both off- and on-campus learning. Hoffman (2009) indicated that head teachers' need theoretical knowledge about organizational learning and applied knowledge about strategies for establishing learning teams among groups of teachers for the purpose of improving specific student learning outcome. Yunas & Iqbal (2013) established that developing people through individualized support can take many forms in schools. Literacy or math coaches can model lessons, observe classes, and provide constructive feedback to teachers. Teachers also benefit from peer observations, debriefing sessions with colleagues, and feedback from the head teacher.

New teachers in particular gain support from mentor teachers who are carefully assigned to assist them in the first few years of teaching (Bovalino, 2010). At East gate Middle School in Kansas City, Missouri the head teacher created a new position for an instructional coach whose job was to serve as a mentor for new teachers and help experienced teachers to develop strong leadership skills as well as implement effective reading strategies based on their examination of student work (Center for Collaborative Education, 2011). These could be done through activities such as organizing workshops, training, providing literature, internet and professional programmes (Fullan, 2012).

According to Dinham (2004) the school head teacher needs to place a high value on teacher learning and staff development. This could be possible where the head teacher releases staff to engage in professional development activities. This would be of great importance to the teachers as they would learn new skills and knowledge as well as try out the different teaching approaches and strategies. When describing the activities reported by the head teacher of a high achieving rural school, a heavy emphasis on building the capacity of teachers was found to improve teachers' skills (Venezky, 2009).

2.4 Head Teachers' Supervisory role of Resource Provision

Sizemore (2003) defined resources as assets used to accomplish goals. They are tools, talents and possessions used to create a life style, solve everyday problems and reach goals for better living. Resources are what enable people to turn goals into reality. Tucker (2006) categorized resources into human and non-human. Resources that exist within people are skills and abilities that individuals possess.

The non-human resources are those things which exist outside people, but controlled, utilized or possessed by people such as time, money, books, electronic resources ,and facilities like classes and libraries to mention but a few. Resources should be used effectively and efficiently to achieve the school's educational goals and priorities (Smith, 2009).Australian Handbook (2009) outlines the role of head teachers in resource management; the Head teacher ensures that resources are efficiently and effectively deployed to achieve the schools aims and objectives and is responsible for, creating a productive, disciplined learning environment. The Head Teacher has responsibility to; meet regularly with the budget adviser to discuss the budget profile and to make any necessary adjustments and ensure the maintenance of accurate and current inventories of all attractive and portable items.

The head teacher should set appropriate priorities for expenditure, allocate funds and ensure effective control of resources in order to improve pupils' achievements (Bennis, 2012).In the United States of America the head teacher have available sources of funds that can assist in the running of schools which include federal, state and local government, communities, parent's teachers association, individuals and religious organizations (Booth, 2013).He should use resources given to him in a way that will improve academic achievements in the school. This can be achieved through; Assigning pupils to suitable class and classrooms, Assigning both teaching and administrative duties to suitable staff and drawing up time table for the smooth running of the school and Providing adequate facilities for teaching and learning (Epstein, 2004).

The head teacher is thus, as it were, the chief architect of the school, the one who has the overview of systems, processes and resources and how they combine to produce intended student learning outcome (Bennis, 2010). Head teachers address students' basic needs when they provide pencil, paper, textbooks and other materials to students. The head teachers provide service to teachers' basic instructional needs by allocating resources and materials. When instructional leaders know what is happening in classrooms, they are better able and willing to provide resources and materials that support teachers' instructional efforts (Buchanan, 2010). Durosaro (2004) called this, mobilizing resources and described it as rallying personnel, building district, and community resources, including materials as well as information.

Heck and Olagboye (2006) in their study established that one of the factors determining high achieving schools was the head teachers' assistance to teachers in acquiring needed instructional resources. Murphy (2007) on learning-centered leadership further established that, the utilization and availability of instructional resources is key to achieving maximum student outcomes. Levine and Stark (2006) support this discussion, that the head teacher is able to articulate the significance of all key resources, and make judgments regarding the operational effectiveness of each resource. The head teacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all (Buchanan, 2007). Sergiovanni (2008) affirmed that the head teachers develops policies and practices, ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, and administration of the school.

Felder (2009) recognized that the rich and diverse resources within local communities should also be utilized. Collecting and using locally available materials encourage creativity and innovativeness. Unfortunately the abundant locally available resources are not adequately harnessed or mobilized (Madu, 2009). One way in which head teachers' support their teachers is by making certain that resources and opportunities are aligned with teachers' and student's needs, and school/Counties priorities. The head teacher should adhere to equitable allocation of staff and resources. In the school, efficient allocation of resources could lead to improved academic achievement (Akubue, 2010). Most leadership programmes tend to focus on aligning resources to priorities and in establishing systems for managing resources, especially financial and staff resources, but give little attention to other educational resources, for example textbooks, audio/visual resources and e-content (Akinola,2011).

The need for adequate Economic resources for running of the schools cannot be overstated. This is because poor funding among others contribute to the failure of the school programmes. Economics resources are needed for building classrooms, furniture and transportation, among other resources. Money will facilitate the construction of adequate space, the use of better equipment, the development of better teaching materials (Akinola, 2002). Quality and availability of resources affect the implementation of a curriculum.

An instructional (teaching) resource helps students learn and master principles which would otherwise be complex or not readily understood. The availability depends on the provision of resources by the head teacher of a school (Morris and Wilson, 2004).

2.5 Head Teachers' Supervisory role of Visible Presence

Niazi (2006) define classroom observation as specific pattern or cycle of the head teachers' working with teachers. It involves face-to-face interaction between the head teacher and the teacher in the analysis of teaching behaviors and activities for instructional improvement. Jacoby (2007) described the head teachers' as a visible presence in the classroom. When head teachers frequently visit classrooms, they provide attention to teachers' efforts and progress in instructional matters. To gain knowledge of what is occurring in classrooms and the materials being used, effective head teachers frequently observe teachers instructional methods. Andrews and Soder (2009) emphasized on the importance of the head teacher being visible in order to have informal conversations, model behavior, and advance the school's vision and mission.

Nawab (2011) noted that head teachers do not necessarily need detailed curriculum content knowledge, nor do they need to be expert teachers themselves, but they do need to be able to recognize good teaching and what it means to effectively implement different teaching strategies in different learning contexts. Scheerens and Bosker (2012) in their study used the system-theoretical concept of meta-control to express the over-arching control and influence exercised by an educationally or instructionally-oriented head teacher with respect to classroom teaching strategies. They established that as the meta-controller of classroom processes, the head teacher must work towards the creation, within the school, of a common language to talk about and reflect upon classroom teaching, and the encouragement of a culture that constantly seeks to refine and extend classroom teaching strategies.

Harrigan (2010) used the label of rigorous curriculum delivery and discussed the importance of established routines such as daily visitations, private conferences, prompt evaluations and provision of assistance. Marcoulides (2011) noted that in high achieving schools head teachers' contributed to instructional strategies. When head teachers' interact with teachers about classroom efforts, they are communicating with teachers about the instructional process just as teachers interact with students about their progress. Such two way communication is critical in establishing a climate of collaboration (Greenfield, 2012). Reitzug's (2006) analysis of teacher and head teacher interactions demonstrated that teachers in schools with improved student performance more frequently requested the head teacher's help on instructional matters than the teachers in low performing schools. Providing follow-up comments to assist teachers' improvement was one of the variables characterizing high achieving schools Larsen, (2007).

In addition to gaining first-hand knowledge of the instructional approaches being used by the staff, head teachers' who are frequent classroom visitors become more aware of the daily challenges and constraints that teachers encounter (Greenfield, 2008). This information enhances the head teachers' ability that leads to student academic gains. Brossard (2011) established that when head teachers' interact with teachers about classroom efforts, they are communicating with teachers about the instructional process. Opportunities to interact with teachers on instructional issues increase as head teachers' become a frequent visitor in the classroom (Reitzug's, 2012). Providing follow-up comments to assist teachers' improve classroom instruction is one of the variables characterizing high achieving schools reported by Heck (2009).

It is assumed that classroom observation is a participatory process with an ongoing dialogue between the head teachers and teachers to find improved methods for the delivery of instruction (Quinn, 2010). Head teachers strive to share the principles and practices of quality teaching while promoting input and decision making on the part of the teacher. Marshall (2003) confirmed that classroom visits encourage a wide variety of instructional techniques and diversity in teaching methods which take into account the unique talents and capabilities of each teacher. Daft (2008) contends that supervisory role of the head teacher brings about significant change in both the followers and the organization. The followers are inspired through increasing awareness of task, focusing on team goals, and activating higher order needs. The head teacher supervisory role in a school set up develops followers such as teachers into leaders, elevates the followers concern, from lower to higher level needs, inspire followers to go beyond their self-interest for the good of the community, and points a vision of a desired future state and communication change as well.

Hallinger (2005) affirmed that there is an indirect relationship wherein three latent variables related to head teacher supervisory role that is school governance, instructional organization and school climate affect student achievement/outcomes. In this model supervisory role of the head teacher is seen as being concerned with hands-on involvement with teaching and learning processes, and with the head teacher acting as the leader in terms of pedagogy and instruction rather than taking a more hands-off role concerned more strongly with administration, and has been described as those actions that a head teacher takes, or delegates to others, to promote growth in student learning and making instructional quality the top priority of the school and brings that vision to realization.

Head teachers support the improvement of instruction by observing teaching as well as by giving suggestions, coaching, or demonstrating a teaching skill or an alternative teaching method (Barnett, 2006). Begley (2009) further stated that head teachers provide resources such as videotapes of a particular skill, staff development activities to individuals or small groups of teachers, and appropriate instructional materials that enhance the delivery of instruction inside and outside the classroom. Classroom observation brings change in attitudes, skills and knowledge among teachers and students for effective learning. The head teacher is deeply engaged in stimulating, supervising and monitoring teaching and learning in the school (Hallinger and Heck, 2008). Its goal is to change institutions and not simply to have things done. Instructional leaders have ways to make follower trust their performing behaviour that contribute to achievement.

Due to the leader's visible presence, their vision of how curriculum should be delivered effectively is well communicated through their own excitement that induces followers to support their vision (Bossert, 2008). Classroom visitation is carried out to assess the status of the curriculum and the experiences of pupils to discover ideas that can be shared, and establish common bases for curriculum planning (Kombo & Tromp, 2006). Classroom observation enables the head-teacher to discover the potentials within the staff that may be tapped and developed. As (Wanzare, 2002) also points out, a lot of classroom observations need to be done to improve the quality of teachers and teaching, and achievement of learners. Wellington (2008) adds that through supervisory visits, supervisors learn what is being done in the classroom, observe the materials and methods being used, the attitudes and reactions of pupils and other factors that make for effective learning.

It is also vital for the head teacher to hold individual conferences with teachers as a part of any comprehensive supervisory plan (Glickman & Gordon, 1998). Individual conferences are usually held after classroom visits or at a request of the teacher or head-teacher. (Kombo & Tromp, 2006) point out that they provide for an exchange of ideas, giving an appointment of constructive suggestions about classroom techniques or materials of instruction and in identifying possible areas for curriculum study for the teachers' professional growth. Goldhammers (2010) emphasized the teacher's role in selecting areas of focus and evaluation criteria. The head teachers' job is, therefore, to help the teacher select goals to be improved and teaching issues to be illuminated, and to understand better his or her practice.

The emphasis on understanding provides the avenue by which more technical assistance can be given to the teacher; through systematic analysis of classroom events (Leithwood, 2000). Hallinger (2008) in his research on studies of supervisory role of the head teacher found that despite school restructuring and reform, supervisory role of the head teacher construct has maintained a consistent stronghold as a result it is held as a model for emulation by school leaders for its promise to improve school performance. Blasé and Blasé (2005) in their study stated that effective classroom observation requires knowledge of curriculum training, interpersonal skills, conceptual and technical skills. Prosner (2006) established that although the methods and practices of classroom observation are varied its intents and purposes have primarily remained the same; to help teachers improve instructional performance, to diagnose and solve instructional problems and help teachers develop skills in using instructional strategies for achieving educational outcomes.

The head teacher who provides feedback and monitors teaching and learning is a facilitative (Lashway, 2007). This is because he/she believes that the outcome of continuous monitoring can be seen in the teachers' performance and the students' performance. That is the reason why monitoring and providing feedback in the teaching and learning process is one of the variables that characterizes supervisory roles of a head teacher (Beatty, 2008). Similarly, Gamagen *et al* (2009) indicate that the practice of providing feedback and classroom observation have significant impact on the teachers' and students' performance. This is done by Head teachers who conduct their duty effectively by discussing instructional issues; observation of classroom teaching and providing feedback; giving support to the teacher autonomy and protection of instructional time; monitoring progress by providing and supporting improvement; and using learner progress data for program improvement (Billot, 2010).

Chang (2001) suggested that head teachers should spend more time in the observation process to help the teachers' improve their performance. He believes that this will help the teachers' to focus and enable them to work together in planning curriculum and instruction. Blasé (2004) affirmed that Head teachers should encourage communication among the teachers to discuss on their work in an attempt to prevent isolation. He also suggested that they should support the teachers by making suggestions, giving feedback; solicit opinions, provide professional development opportunities and also give praise for effective teaching. Accordingly, Al-ghanabousi and Idris (2005) stated that teacher appraisal is another form of formal base for the head teacher to communicate with the subordinates.

Therefore, classroom observation and providing feedback act as an important element in improving academic achievements of students. Further, the head teacher as a pedagogical leader has the opportunity, through classroom practice and continual interactions with children, to extend a stronger direct influence over teaching and learning (Webb, 2006). Evidently from the ongoing discussions head teachers' who want to succeed as, will have to focus on instructional for improved academic achievement.

2.6 Head Teachers' Supervisory role of Monitoring Classroom Progress

Students greatly benefit from using computer-assisted-instruction programs that provide data-based feedback and maintain individual student records of performance (Hill, 2007). Similarly, when head teachers' use data about trends in students' performance to adjust the curriculum or instructional practices being used, instruction is maximized. This ensures a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning (Epstein, 2009).

In schools where students are achieving at high levels, head teachers' structure time to evaluate and monitor students' progress, and lead staff efforts in designing focused instructional approaches to meet the special and specific needs of students. They with the teachers review, modify, and adjust their instructional efforts. Brossard and Harrigan (2011) discussed the positive impact on students' performance when consistent monitoring of students' skill was part of the staff's routine in evaluating instructional methods. Venezky and Winfield (2012) reported that in successful schools careful monitoring of student progress took place.

Ahead teacher of a high achieving school that monitored student progress regularly discovered that, they not only met that goal but surpassed it at the first four levels (Venezky & Winfield, 2013). Murphy (2014) in his study at Prince George County in USA established that the school improved academically after the head teachers' analyzed student data and came up with strategies assisting weak students. Effective teachers determine the academic needs of students with the use of data such as reading inventories. Similarly, effective head teachers' use data to determine areas of need for staff development activities. In schools where students are high achievers, head teachers' provide and promote professional development opportunities to improve teachers' instructional skills. Decisions about staff development are made based on students' progress data as well as on teachers' discussions, input, and needs.

Brossard and Harrigan (2003) reported that, prompt evaluation of teachers' performance and the provision of assistance, help to improve academic performance of students. This is made possible by use of on-going work place interactions, action planning, monitoring classroom practices, evaluating and celebrating pupils' achievements (South worth, 2009). For effective teaching and learning to take place in a school, the head teacher as a pedagogical leader has to consider focusing on the learning and teaching process. This means that the head teacher and the members of staff need to provide an environment where each student can experience success in academic, personal and social growth (Dinham, 2004).

Leithwood (2006) established that the head teacher enhance the provision of effective guidance and counseling services for pupils in the social, academic career domains. The head teachers also facilitate the supply of information to parents and guardians for the effective monitoring of the progress of their children/wards in schooling or performance by providing data needed for planning and decision making. Progress records serve as data bank on which both the school head and staff and even students can draw on (Olson, 2009). Uduchukwu (2010) defined an attendance register as a book in which the presence or absence of students in a school is recorded on a daily basis. It is a statutory record that must be kept by every school. This record is kept on individual class basis. The class teacher is the custodian of this record. Its importance includes: Providing necessary data that may be requested from time to time to take administrative decisions.

It is also helpful in identifying sick students, truants, absentees and students who attend school regularly. The cumulative record folder for students' is a storehouse of information on student cognitive, affective and psychomotor development. Its Importance is; it reflects continuous assessment on students' educational or academic progress. It also reflects students' performance in extracurricular activities (De Pree, 2000). Olembo (2001) established that student's report sheet/card keeps data on students' academic performance in termly basis it and assists in monitoring students' academic progress information. Karagu (2002) define the student personnel task area as, those services to pupils which supplement regular instruction. The head teacher's role in this task area is to integrate personnel functions with instruction and co-ordinate and supervise the various kinds of personnel services students' welfare personnel.

Therefore they are involved in activities such as qualitative and quantitative data evaluation. According to Onyango (2003) and Okumbe (2004) quantitative data deals with elaborate programme of student accounting, maintenance of records, and reporting information to various agencies, students' progress, discipline data and projection of students' enrolment. Sergiovanni (2009) posits that qualitative data include those services that seek to help students adjust better to the school, develop more effectively as social and emotional persons, become better learners and develop skills for dealing with the future beyond the school.

Under the qualitative data, Okumbe (2004) identifies three major sub-tasks, which include; establishing and maintaining a system of record keeping which includes data on days present, days absent, credits earned, tardiness, and health problems, developing a fair and equitable system of student discipline in which minor infractions, disruptive behaviour and alcohol and drug abuse, are handled, providing special assistance to students' calls for provision of health guidance and counseling programme to students(Haycock, 2011).

Either part- time or full time staff can provide guidance and counseling on improving students' performance. Mantep Institute's handbook for primary school head teachers (2001) concurs with the administrative functions provided by Okumbe (2002) who aptly captures what is involved in student personnel. Since the reason for existence of school administration is to facilitate teaching and learning (Campbell, 2003). The instructional head must be well versed with factors, which lead to poor attendance, wastage and stagnation.

Kochhar (2004) captures factors which hinder academic achievement; they include poverty, negative peer influence, lack of a sense of belonging to school and inadequate curriculum. In underscoring the role played by a head teacher in ensuring effective teaching and learning, Mbiti (2005) posits that the school must give direction to young inquisitive minds since at that stage of growth they are prone to being pessimistic or optimistic in worldview. This then calls for constant review of the kind of experiences being offered to students by a way of evaluating the facilitators of such experiences (Moore, 2006). The guiding question on the appropriate teacher should be; is the teacher able to provide the pupils with the proper educational growth experiences needed in this area? The head teacher must keep in mind the need of reminding the members of teaching staff, constantly the importance of learning experiences being student-centered (Madden, 2009).

Exposing students to recreation activities like sports, music, drama, clubs and school publications may reduce such negative effects. Moreover, there is also a dire need for the school to explore diverse ways of addressing students' psychological needs by creating appropriate networks through orientation, guidance and counseling as well as having a deliberate effort to offer sound guidance and counseling programme (Marshall, 2010). Aggarwal (2004) acknowledged that there are various factors that affect students' interests in learning and came up with solutions such as enhancing the physical students through motivation and by giving them exercises that are stimulating and challenging enough to keep them interested in learning.

Burt (2007) further conducted a study in London and identified some of the causes of poor academic achievements such as; socio-economic status of the learner, school conditions that included inefficient teaching, poor school organization, lack of individual and group counseling, and absence of the child from school. Proper records on attendance and performance can help students to improve on their performance through remedial teaching and guidance where they are weak. Therefore a head teacher who keeps track on student progress academically and on attendance can assist him make decisions on how to help weak or below average learners (Kinuthia, 2009).

2.7 Theoretical Framework

This study was guided by Ralph Tyler curriculum development model. Tyler (1990) holds that there are three forms of resources that can be used to formulate the purpose of education, i.e. individuals (children as students), contemporary life, and expert consideration of field of study. This development curriculum model means more of how to design a curriculum in accordance with the goals and the mission of an educational institution.

According to Taylor's theory (1949) there are four fundamental things that are considered to develop a curriculum, which is; the purpose education seek to achieve, learning experiences to achieve the goals, organizing learning experiences, and evaluation. He defined learning objectives in terms of knowledge, communication skills, social and ethical perspective, quantitative and analytical skills, and cognitive/taxonomy. He proposed that educational objectives originate from studies of learners, and subject-matter specialists.

Once the first step of stating and refining objectives is accomplished, the rationale proceeds through the steps of selection and organization of learning experiences as the means for achieving outcomes, and, finally, evaluating in terms of those learning outcomes. The term 'learning experience' refers to the interaction between the learner and the external conditions in the environment to which he can react. Hence the capacity of the teacher to deliver instructions in a logical way and availability of teaching and learning resources is critical as stated in this study. Tyler argues that learning takes place through the active behaviour of the student; it is what he does that he learns not what the teacher does. The learning experience of students refers to activities in the learning process. Tyler defined a learning experience as the interaction between a student and her environment. Thus, a learning experience is not totally within the power of the teacher to select.

Nevertheless, Tyler maintains that the teacher can control the learning experience through the manipulation of the environment, resulting in stimulating situations sufficient to evoke the desired kind of learning outcomes. This is supported by the objective on resource provision and encourages the use of locally available materials from the environment. As stated in the second objective of this study the head teacher together with stakeholders come up with vision mission and goals to be achieved. This is in line with Tyler's model on principles of determining student learning experiences, which are; Students experience must be appropriate to the goals you want to achieve, each learning experience must satisfy the students, the goals should be realistic and achievable and consider the ability of learners. In designing learning experiences all the stakeholders should be involved including the learners.

Finally he postulated that in one learning experience, students can reach different achievements/abilities. The most difficult problem is setting up learning experiences to try to make learning activities interesting. Tyler (1992) stated that students learn through exploration. Tyler's mentor, John Dewey opined that teachers should encourage children to become actively engaged in discovering what the world is like since no single learning experience has a very profound influence upon the learner. As stated by the researcher teachers should involve students in the learning process to keep them focused and motivated in order to achieve educational goals. Organizing of learning activities for attaining the defined objectives greatly influences the efficiency of instruction and the degree to which major educational changes are brought about in the learners. Three major criteria are required in building organized learning experiences; continuity, sequence, and integration.

Students need concrete experiences to which the readings are meaningfully connected. The principle of continuity means that the learning experience given should have continuity and it is connected with other learning experiences. Principles of content sequence means that the learning experience provided to students should pay attention to the level of student's development. Learning experience given in class five should be different with learning experiences in the next class. Hence in coming up with learning experiences and designing learning resources logical sequencing of ideas/resources is paramount. Evaluation is the process of determining to what extent the educational objectives are being realized by the curriculum.

Stated another way, the statement of objectives not only serves as the basis for selecting and organizing the learning experiences, but also serves as a standard against which the program of curriculum and instruction is appraised. Thus, according to Tyler, curriculum evaluation is the process of matching initial expectations in the form of behavioural objectives with outcomes achieved by the learner. Tyler asserts, the process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction. Curriculum planning is a continuous process, materials and procedures developed are tried out and suggested improvements indicated.

Therefore as stated earlier in this study the head teachers, teachers and other stakeholders should come up with realistic goals which are achievable and that consider the talents and abilities of learners. Tyler's rationale has been criticized for being overtly managerial and linear in its position on the school curriculum. Some critics have characterized it as outdated and theoretical, suitable only to administrators keen on controlling the school curriculum in ways that are unresponsive to teachers and learners. However curriculum makers can exercise judgment as to entry points and interrelationships of components of the model. Moreover, the model is prescriptive; it suggest what ought to be done and what is done by many curriculum developers.

2.7.1 Application of Ralph Tyler's Theory to this Study

The first supervisory role that all head teachers need to deal with is to establish a vision mission and school goals. People are motivated by goals that they find personally compelling, as well as challenging, but achievable.

Indeed visions and goals are significant paths through which head teachers contribute to improved learning in classrooms. Vision and goals achieve their impact through two primary means. First they inspire people to contribute, even sacrifice, their effort towards the achievement of a collective goal. This power of vision, mission and goals is highlighted in Ralph Tyler's Theory. Girvin (2014) articulated that setting goals and objectives by a given school enhance students' achievements'. In this context, the main aim of the head teacher is to set objectives for academic improvement, and to circulate these among the staff members as guide lines. Goals impact performance by limiting staff attention to a more narrow range of desired ends and scope of activities as espoused by (Tyler, 1990). Resource provision is another key element in the achievement of educational goals.

John Dewey opined that teachers should encourage children to become actively engaged in discovering what the world is like. This therefore encourages exploration and use of locally available material to make learning interesting and relevant to the learner. Resources should be used effectively and efficiently to achieve the school's educational goals and priorities (Tyler, 1994). The Head teacher ensures that resources are efficiently and effectively deployed to achieve the schools aims and objectives and is responsible for, creating a productive, disciplined learning environment. He should use resources given to him in a way that will improve academic achievements in the school. This can be achieved through; assigning pupils to suitable class and classrooms, assigning both teaching and administrative duties to suitable staff and drawing up time table for the smooth running of the school.

The first and probably the most important responsibility of the head teacher focus on professional development of the teacher. Capacity building of teachers improves teachers and head teachers' repertoires of pedagogical practices and enables them to organize learning experiences. The results are improved student academic achievements.

2.8 Conceptual Framework

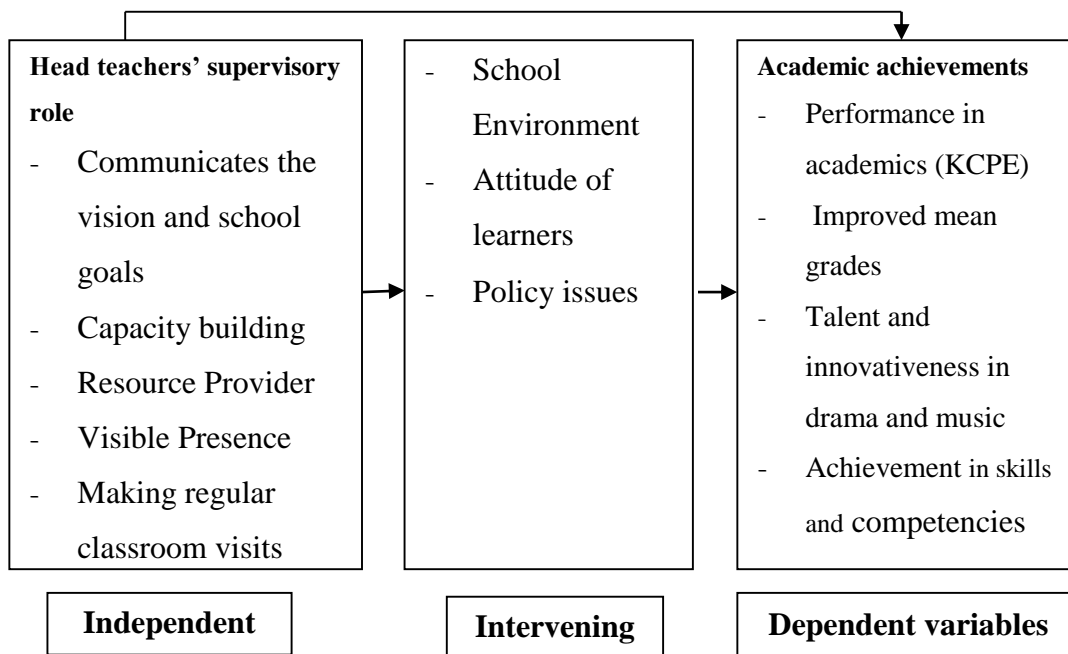


Figure 1: Conceptual Framework Showing influence of Head Teachers' Supervisory Role and Academic Achievement in KCPE in Murang'a County

The study is conceptualized based on the variables of this study. Head teachers supervisory role is the independent variable and academic achievements the dependent variable. From the diagram the head teachers' supervisory role involves: building the capacity of teachers', providing resources, visible presence that involves visiting classrooms, monitoring classroom progress and having a clear vision and goals. The indicators for academic achievements are; improved academic performance, better mean grades and acquisition of skills and competencies and Talent and innovativeness in drama and music.

From the diagram, head teachers supervisory role involve checking teachers' and students' work, organizing for internal classroom supervision, monitoring students' progress and ensuring that there are adequate resources in the school and setting a clear vision and goal for the school. The head teachers need to be good communicators to communicate essential issues on curriculum. Create visible presence by communicating a clear vision and goals for the school. The intervening variables are; school environment, attitude of learners, and policy issues. The framework is of significance to this study because it outlines head teacher supervisory role whose effective operation affects academic achievements.

2.9 Summary and Identification of Gaps in the Reviewed Literature

From the reviewed literature, it is evident that head teachers participation in teaching and learning cannot be ignored nor can the reality that, head teachers seldom practice there supervisory role of ensuring effective teaching and learning. The head teachers' role is still primarily, that of a manager. The technical assistance adjustment in role expectations, and policies designed to support the use of this new knowledge and skills are for the most part lacking.

Thus supervisory role of the head teacher has become entrenched in the professional rhetoric but all far too often is lacking in practice. From the reviewed literature transformative leadership theory has been used therefore the researcher used Ralph Tyler's theory which is more relevant to curriculum implementation. Limited studies have been done on head teachers supervisory role and its influence on academic achievement in developing countries. Therefore the study will provide useful information on head teachers' supervisory role and its influence on academic achievement.

The method of collecting data used was ethnography and the population characteristics used were different since the studies were carried out in developed countries and a few urban areas in Africa. It is also evident from the reviewed literature that most of the studies were done in secondary schools; this study will be done in primary schools to fill the gap and descriptive design method will be used.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes and justifies the research design and methodology that was used to carry out the study. It presents the research design, target population, sample and sampling procedures, description of research instruments, validity and reliability of instruments, description of data collection procedures and methods of data analysis procedures.

3.2 Research Design

Descriptive research design was used in this study. Mugenda and Mugenda (2012) described descriptive design, as method of data collection that attempts to collect data from members of a population, in order to determine the current status of that population with respect to one or more variables. This design establishes conditions as they are on the ground and is capable of obtaining information of large samples of the population. Descriptive design can also provide information about attitudes that are otherwise difficult to measure using observational techniques.

In addition, descriptive research design procedure requires input from people who will use the survey data and from those who will conduct the survey (McIntyre, 1999). Moreover, descriptive design is used to answer questions that have been raised, to solve problems that have been posed or observed, to determine whether or not specific objectives have been met (Isaac & Michael, 1997). The purpose of descriptive design is to enable researchers to describe attitudes, opinions, behaviours, or characteristics of the population based on data collected from a sample or a population. Finally, the descriptive design is often used because of the low cost and accessibility of information.

This design assisted the researcher to collect data from 152 head teachers, 1771 teachers and nine Curriculum Support Officers. Using questionnaires, document analysis and In-depth interview. In this study, the researcher used descriptive design to establish head teachers supervisory role and its influence on academic achievements in Murang'a County, Kenya. The study was carried out at a specific period in the sampled schools.

3.3 Target Population

The population for this study consisted of a total of 506 head teachers in Murang'a County and a total of 5,913 teachers all from public primary schools. 31 Curriculum Support Officers from the Ministry of Education participated in the study.

3.4 Sampling Procedure and Sample Size

A sample is a sub-group of the target population that the researcher plans to study in order to make generalizations about the target population (Creswell, 2009). Stratified random sampling ensures that different groups of the population are represented, so as to increase the level of accuracy when estimating parameters (Nachmias, 2009). Stratified random sampling was used to select the schools. One advantage of simple random sampling is the ease of assembling the sample.

It is also considered as a fair way of selecting a sample from a given population since every member is given equal opportunities of being selected (Castillo, 2009). There are some guiding principles adhered to by social science researchers as follows; the smaller the population under study, the larger the sampling ratio. Borg and Gall (2004) opined that if the study population is 1000 or below, the sample ratio would need to be 30% or 300 individuals. As the population for study increases, the sampling ratio decreases.

A population of 10,000 would require a sample of (about 10%) and for populations over 150,000, smaller sampling ratios (1%) are acceptable (Neuman, 1997). Another principle is; the selection of the sample size relates to either the heterogeneity or homogeneity of the study population. A homogenous population would be one in which members have similar traits. Other considerations in this determination of sample size would have to do with the accuracy required in the study and the number of variables being examined. When less accuracy is the goal, smaller samples would be appropriate. When fewer variables are under study, a smaller sample would suffice (Neuman, 1997).

Costly forms of data collection such as face-to-face interviews might predicate smaller samples. However, it is evident that larger sample sizes contribute toward greater precision and are capable of encompassing more variables that are under review. In social science it is deemed that when the target population is large (say 1000 cases); then, at least a third of the cases may be selected randomly. Based on this, the sample size for this study was obtained by randomly selecting a third of the target population. The schools were stratified into their respective sub-counties.

A list of head teachers and teachers within the sampled schools was prepared. They were categorized to those who teach lower primary and those teaching upper primary and the researcher used systematic random sampling to select the teachers from the list. Curriculum support officers were selected through simple random sampling. The Sample size comprised of 152 head teachers, 1,771 teachers and 10 Curriculum Support Officers as shown in table 2, this gives a total of 30 %.

Table 2: Sampling and Sample Size

Murang'a Sub Counties	Head teachers Population	Head teachers Sample Size	Teachers Population	Teachers Sample Size	CSO's Population	Sample Size of CSO's
1.Gatanga	83	25	1021	306	5	2
2.Kahuro	60	18	566	170	4	1
3.Kandara	78	24	875	263	3	1
4.Kangema	43	13	427	128	4	1
5.Kigumo	61	18	768	230	4	1
6.Mathioya	58	17	608	182	3	1
7.Murang'a East	53	16	571	171	5	2
8.Murang'a South	70	21	1077	321	3	1
TOTALS	506	152	5913	1771	31	10

3.5 Research Instruments

The researcher used questionnaires to collect information from the head teachers and teachers', document analysis to collect data on performance and In-depth interview to collect views from six Curriculum Support Officers.

3.5.1 Head Teachers' Questionnaire (HTQ)

This questionnaire was divided into four parts, part one on demographic factors of the head teacher, part two on head teachers' supervisory role of setting a clear vision and goals for the school, part two on head teacher's supervisory role of building the capacity of teachers, part three on head teachers' supervisory role of resource provision. Part four on head teachers supervisory role of visible presence and part five on head teachers supervisory role of monitoring classroom progress, see Appendix II.

The reason why the researcher used a questionnaire is that large samples can be made use of and thus the results can be made more dependable and reliable using this tool (Orodho, 2012). Other reasons are, to ensure accurate results especially because the sample size was big. Secondly questionnaires are less intrusive, the respondents are likely to give honest answers. Respondents are more likely to answer uncomfortable or personal questions than in interviews or focus group discussion.

3.5.1.1 Teachers' Questionnaire (TQ)

The questionnaire consisted of four parts, that is, the teachers' demographic factors, part two on head teachers supervisory role of setting a clear vision and goals for the school part two on head teachers supervisory role of capacity building teachers part three on head teachers' supervisory role of resource provision part four on head teachers' supervisory role of visible presence and part five on head teachers' supervisory role of monitoring classroom progress by head teachers, see appendix III.

3.5.2 In-depth Interview

Mugenda A. (2013) defined In-depth interviews as qualitative techniques of collecting data from a single respondent. He further stated that, a sample of say five people would be selected and each person interviewed on the same topic for about two or three hours. In-depth interviews are used when the respondents are high profile individuals, government officers or professionals who have busy schedules. Appointments are usually made with such individuals and In-depth interviews conducted at their places of work or agreed venues (Mugenda, 2013). Gillham (2008) indicated that people will disclose things in face to face interview that they would not disclose in an anonymous questionnaire.

According to Boyce & Neale (2006) in-depth interviews involve a small number of respondents who give detailed information to the researchers. The researcher gets rich full stories and the information they need for their project. Social cues, such as voice, intonation and body language of the interviewee can give the interviewer a lot of extra information that can be added to the verbal answer of the interviewee on a question. An interview guide was used which consisted of some open ended questionnaires.

The In-depth interview was administered to the Curriculum Support Officers (CSO's). The In-depth interview had a number of questions related to head teachers supervisory role, and academic achievements in schools, see appendix IV. All interviews were audio recorded and later transcribed. Gay *et.al* (2009) prefers audio or video recording, which he says provides a verbatim account of the interview session.

3.5.3 Document Analysis

According to Patton (2002) document analysis provide the researcher with information about things that have occurred before the study and include private interchanges to which the researcher could be privy and can also reveal goals or decisions that might be unknown to the researcher. In addition Prior (2003) argues that documents are a record of human activity, event, experience, norms and knowledge. They transmit ideas and influence the course and nature of human activity. The following documents were analyzed; statement of school vision, mission and motto, minutes for staff meetings, KCPE performance mark sheets, attendance registers, textbooks inventory, awards /trophies for drama and music. See appendix V

3.6 Piloting of Research Instruments

A pilot, or feasibility study, is a small experiment designed to test logistics and gather information prior to a larger study, in order to improve the latter's quality and efficiency.

A pilot study can reveal deficiencies in the design of a proposed experiment or procedure and this can then be addressed before time and resources are expended on large scale studies (Dodd and Williamson, 2004).

A pilot study is normally small in comparison with the main experiment and therefore can provide only limited information on the sources and magnitude of variation of responses measures (Ruxton & Colegrave, 2006). Piloting of the data collection instruments was undertaken in primary schools which were not part of the sampled schools. The schools were selected using stratified random sampling as per the Sub- Counties. Isaac and Michael (1995) opined that pilot studies samples should be between ten and thirty percent depending on the size of the population.

For the purpose of this study the ten percent formula was used to sample the schools. The pilot sample was made up fifteen head teachers, one hundred teachers and three curriculum support officers. The main purpose of the pilot was to test reliability and validity of the research instruments. It would also ascertain the relevance of the responses given and other administrative logistics such as timing. The research instruments were improved based on the feedback obtained from piloting.

3.6.1 Validity of Research Instruments

Validity is the degree to which data accurately tests or gauges what it intends to measure (Gay *at el.*, 2009). Mugenda (2007) defined construct validity as a measure of the degree to which data obtained from an instrument meaningfully and accurately represents a theoretical concept. Nachmias, (2009) defined Content validity as a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept.

Empirical validity is concerned with relationship between a measuring instrument and the measurement outcomes (Nachmias, 2009). To ascertain the validity of research instruments, the researcher gave copies of the proposal to supervisors in the School of Education Maasai Mara University who are specialists in this area. They critiqued and made corrections and suggestions which were incorporated in the final instrument. Their input enhanced content validity. Content validity in this study was concerned with whether the items subjected to the respondents' were relevant to all the research questions.

Jwan and Ong'ondo (2011), point out that credibility (validity) as used in qualitative research, is important as it involves experienced researchers (e.g. supervisors) in reviewing the key concepts explained in a study. This helps to establish whether they were operationalized appropriately in the study. The consultations with the experts went on throughout the entire research process. Bless, Higson-Smith, Craig and Kagee (2006), contend that in order to properly measure complex issues in social science research, one must ensure that information is provided on all different components.

This was achieved by referring to literature and theories in this field. In this study, literature on head teachers supervisory role and related theories was considered in the design of the questionnaire. Secondly reliability was guaranteed by using multiple methods of data collection (triangulation). As explained earlier three instruments were used. These were: a questionnaire, interview guide and document analysis. This also ensured a deeper understanding of the phenomenon under study.

Stake (2005), (cited in Jwan and Ong'ondo 2011) notes that:

“Triangulation has been considered a process of using multiple perceptions to clarify meaning, verify the repeatability of an observation and interpretation” (p.133).

Another aspect considered was the external validity of this study; on whether the results could be generalized to other cases or contexts. Hence the use of probability sample for survey was to ensure that any member of the target population had an equal chance of participating in the study.

3.6.2 Reliability of the Instruments

Reliability is the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2012). The test-retest reliability procedure to test consistent capacity of each of the three versions of the instruments for the study was done during piloting. The instruments were administered to the same pilot sample twice in an interval of two weeks. The researcher decided on the two weeks interval to avoid the impact of repetition and disuse by respondents. The following steps were followed; the instruments were given to head teachers, teachers and CSO's. The same instruments were given to the same respondents after two weeks. The completed questionnaires were scored and correlation between the three sets of scores computed.

The three sets of scores were used to establish the extent to which the contents of the instruments were consistent in eliciting the same responses each time the instruments were administered. All the subjects had positive reliability values meaning they could yield consistent results on repeated trials. The coefficient that the researcher obtained was 0.85.

3.7 Data Collection Procedure

The researcher obtained a letter from the Department of Curriculum Instruction and Education Management at Maasai Mara University, and applied for a research permit from the National Commission for Science Technology & Innovation (NACOSTI). Copies of the permit were presented to the relevant authorities that is, County Director of Education (CDE) Murang'a County and the Education Officers (DEO's) at the County, who issued a clearance letter to visit the schools under study. The researcher visited the sampled schools and administered the questionnaires to head teachers and teachers in each school.

Before visiting the schools appointments were made with the head teachers of relevant schools through telephone. The researcher administered the questionnaires at agreed dates with the head teachers and teachers. The respondents filled in the questionnaires after a brief introduction by the researcher. Document analysis and interview schedules were administered as scheduled. The respondents were assured of confidentiality. The researcher thanked the respondents for their participation. Months of data collection began on January 2016 and ended on March 2016.

3.8 Data Analysis

Both qualitative and quantitative data was collected in this study. After collecting the questionnaires, the researcher read through them to ascertain and see if all items were responded to. A further task was to check on the accuracy of the answers and uniformity which constituted the main task of editing. To obtain results from the collected data, the researcher was guided by the research objectives. Quantitative data mainly from the questionnaires was analyzed using the Statistical Package for Social Sciences (SPSS) Version 18. The data analysis procedure on SPSS consisted of calculating and interpreting descriptive statistics. Some of the descriptive statistics methods used were numeric counts or frequencies, percentages, measures of central tendency (mean, mode and median), standard deviation and measures of relationship.

Numeric counts of frequencies described the number of head teaches who practice the supervisory roles. The median mode and mean were used to summarize findings from the Likert rating scale and the standard deviation or variance measured the degree to which individual values deviated from the mean. In addition to the measures of central tendency and variations displayed the relationship between a dependent variable and several independent variables (Johnson and Christen, 2010). For the qualitative data, thematic analysis was used. Jwan and Ong'ondo (2011) recommend the use of thematic data analysis in qualitative research. They explain that thematic analysis is a method of identifying, analyzing and reporting patterns or themes within data. Thematic data analysis follows several steps: transcribing, familiarization with the data, first and second coding and production of a report.

In this study, the in depth interview conducted among the ten curriculum support officers were audio recorded and then transcribed. The transcription process helped in getting closer to the data and interpreting what the interviewee was saying and what it meant. Then a detailed systematic qualitative analysis was carried out where themes were extracted and listed. The themes were then clustered in a meaningful way by looking for connections between them and developing super-ordinate themes. Common themes were drawn from the quantitative and qualitative data guided by the research questions they were coded and organized for processing.

The items were recorded on tally tables from which descriptive statistics such as means, standard deviations, frequency tables, and percentages were used to describe sample characteristics. The mean and standard deviation gave guidelines necessary to interpret an individual score. Inferential statistics used Pearson Correlation Coefficient to test relationships among the study variables. Open ended items of the questionnaire were analyzed qualitatively. Data from interviews were transcribed and grouped into themes and sub-themes as they emerged from an ongoing data process.

3.9 Ethical Considerations

Research ethics include protection of human and animal subjects according to Resources for Research Ethics Education (2010). Ethical issues involve matters of access, confidentiality and anonymity of the participants', consent as well as legal issues like intellectual/property rights (Johnson & Christensen, 2008). One of the ethical procedure during data collection involves gaining the agreement of individuals in authority (e.g., gatekeepers) to provide access to study participants (Cresswell, 2009, p.90).

Access to the research site and participants for this study was first sought by applying for a research permit which was granted by the National Commission for Science Technology & Innovation (NACOSTI) vide Permit No. NACOSTI/P/15/5007/8545 (Appendix IX). After obtaining the permit, I reported to Murang'a County Director. During this visit I explained to the County Director the purpose of my research and that I would be assisted by a research assistant in some of the schools. The next entry after clearance at the County Director of Education office was at the office of the District Education Officer.

At every District Education office, I was provided with the list of the schools where I sampled the ones to participate in the study. After sampling the officer would call the head teachers of the schools and inform them of the visit. The next entry was at the school level, first reporting to the head teacher of the school, explained the purpose of the study and sought permission to sample the teachers. The teachers were briefed on what the study was all about and the procedures to be used in each of the sampled schools.

It was clarified to them that participation in the research was free from any coercion or benefits. Confidentiality and anonymity are important elements when the researcher is analyzing and interpreting data. In this study before administering the questionnaires there was a meeting held by either myself or the research assistant with the sampled teachers. This was to seek for their consent and assure them of confidentiality and anonymity. The participants were assured of anonymity and confidentiality regarding all information provided in the study.

On document analysis the researcher was cautious to avoid infringement on participants' actual or potential copyright, where documents are considered to be literary property that should not be copied or reproduced by anyone. Permission was therefore sought from the head teachers' to access documents for analysis. In-depth interview with Curriculum Support Officers was also done by the researcher. Another ethical issue is on the dissemination of research findings. It is important to release the details of the research with the study design so that readers can determine for themselves the credibility of the study Neuman, (2000) (cited in Cresswell, 2009). In this regard this thesis will be submitted to the NACOSTI and also disseminated through publication.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter contains data analysis, interpretation, presentation and discussion of the study on head teachers' supervisory role and its implications on co-curricular and academic achievements in K.C.P.E in Murang'a County, Kenya. Both quantitative and qualitative data gathered during the study have been presented. Although the two approaches to gathering and analysing data differ, they complement each other in terms of triangulating the results and thus strengthening the findings. This was done based on the following objectives of the study:

- i) To investigate the extent to which the head teachers' supervisory role of building the capacity of teachers influence academic achievements in Murang'a County.
- ii) To establish the extent to which the head teachers' supervisory role of resource provision influence academic achievements in Murang'a County.
- iii) To find out how the head teachers' supervisory role of visible presence influence academic achievement in Murang'a County
- iv) To establish the extent to which the head teachers' supervisory role of monitoring classroom progress influence academic achievement in Murang'a
- v) To establish how head teachers' supervisory role of setting a clear vision mission and motto influence academic achievement in Murang'a County.

4.2 Return Rate of the Instruments

A total of 152 head teachers, 1,771 teachers and nine Curriculum Support Officers participated in the study. The response rate was 100 percent since the questionnaires were administered and collected the same day. Document analysis was also done by the researcher with the assistance of a research assistant. Interviews were conducted at agreed dates with Curriculum Support Officers. Prior arrangements with the officers ensured that the interviews were done at a time convenient to the respondents. This ensured 100 percent participation.

4.3 Demographic information of the Respondents

The researcher visited 152 schools in the eight sub-counties of Murang'a County. The respondents involved were 152 head teachers and 1771 teachers. In the questionnaires they were requested to provide information on age, gender, experience and the number of classes they teach. This information offers general understanding about the population under the study. An analysis of these variables provides the socio-demographic context within which other subsequent factors falls.

Table 3: Age of Head Teachers

		F	%
Age	25-35 years	20	13.15
	36-45 years	50	32.00
	46-60 years	82	53.00
Total		152	100.00

Findings on Table 3 indicated that head teachers between 23-25 years were (13.15 percent), 36-45 years (32 percent) and the majority were between 46-60 years (52 percent).

This may be attributed to the fact that head teachers are promoted on account of merit and years of experience in the teaching career. It may imply that head teachers know the expected supervisory role they are expected to play in curriculum implementation, hence performance of such a role as required.

Table 4: Age of Teachers

		F	%
Age	25-35 years	238	13.52
	36-45 years	653	37.06
	46-60 years	871	49.42
Total		1762	100.00

Table 4 indicates that most teachers were aged between 46-60 (49.42 percent) years, 37.06 percent were aged 36-45 years and 13.52 percent were aged between 25-35 years. A possible explanation of this is that teachers are posted in schools against curriculum establishment which is pegged on the number of vacancies in a county. Hence, most head teachers posted in schools had served at different capacities either as deputy head teachers or heads of department. Therefore they are expected to know the supervisory roles they are expected to perform.

Table 5: Head teachers' Gender

		F	%
Gender	Male	119	77.97
	Female	33	22.04
Total		152	100.00

Table 5 illustrated head teachers' gender which comprised of 119 (77.97percent) male and 33 (22.0 percent) females.

It was observed that male head teachers dominate headship in primary schools in Murang'a County. The high number of males than females was a reflection of education inequality caused by deeper forces in society that extend well beyond the boundaries of education systems, institutions and processes. This would include cultural beliefs and stereotypes in the society. This implies that there is need to address gender inequalities in the appointment of head teachers of primary schools in the County. This may in turn have a positive influence on academic achievements so that no particular gender will perform poorer than the other.

Table 6: Teachers Gender

		F	%
Gender	Male	608	34.34
	Female	1163	65.66
Total		1771	100.00

Unlike in the case of head teachers where male gender dominated the heading responsibility, Table 6 showed that female teachers accounted for most proportion (65.66 percent) of teachers in Murang'a County the male accounted for (34.34 percent). The higher number of females in the study compared to males was a reflection of staffing situation in Murang'a County. Whereby there are more female teachers than male teachers. A plausible reason for this is that females are taking advantage of the awareness on equal opportunities in job allocation and are keen to improve their skills.

4.4: General Information of the Respondents

Table 7: Experience of Head Teachers

		F	%
Experience	0-5 years	52	34.48
	6-10 years	50	32.76
	11 and above	50	32.76
Total		152	100.00

The findings in Table 7 indicate that (34.48 percent) of the head teachers have an experience of five years and above. While (32.79 percent) have between six and ten years of experience as head teachers. However, over (32.76 percent) of head teacher had an experience of eleven years and above. A possible explanation to this is that the schools are much fewer than those aspiring to be appointed as head teachers.

It therefore takes long for one to be appointed as a head teacher and one might not have long time to serve before attaining retirement age. This is attributed to the fact that most of the head teachers have taught before promotion to headship. A possible explanation to this is that they have an understanding of how a school should operate. The researcher also sought to get general information from head teachers on number of classes they teach. The results are recorded in Table 8.

Table 8: Number of Classes Taught by the Head Teacher

		F	%
Number of classes	One class	13	8.47
	Two classes	28	18.64
	Three classes	67	44.07
	Four classes	44	28.81
Total		152	100.00

Table 8 implied that most head teachers teach more than three classes 67 (44.07 percent), 28 percent handled four classes, 18.64 percent handled two classes only while 8.47 percent handled one class. This is an indication that there is shortage of staff in most schools. As a result, head teachers may be overworked and not give direction in terms of curriculum implementation. Therefore, this may affect academic achievements as head teachers may not perform their supervisory role as required.

Head teachers' Attendance of In-Service Programmes

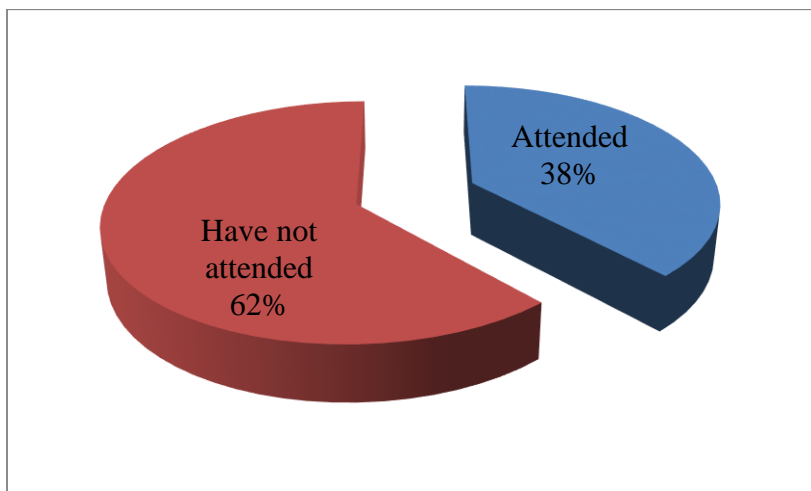


Figure 2: Attendance of In-Service Programmes

Figure 2 specified attendance of in-service programmes by head teachers in Murang'a County. Knowledge sharing is very crucial for success of any organization. In a school setting, head teachers acquire skills from various programmes organized by various stakeholders. The study examined head teachers' experience with such programmes.

The study found that, most of head teachers 94 (62 percent) had not attended these programmes on headship.

Thirty eight percent however had attended the in-service course on headship. This could imply that head teachers are not aware of their supervisory role in curriculum implementation thereby this affects academic achievement in this County negatively.

Table 9: Financiers of In-Service Programmes

		F	%
Financiers of the programme	KEMI	30	20.1
	TSC	35	23.5
	KICD	41	27.5
	MOEST	43	28.9
Total		149	100.0

According to Table 9 In-service programmes were mainly financed by MOEST (28.9 percent), KICD sponsored at (27.5 percent), TSC (23.5 percent) and KEMI (20.1 percent). The findings indicate that a great percentage (24.8 percent) have not been in serviced on headship. The implications are that most head teachers are not trained. This may lead to poor performance since they may not put effort in ensuring that teachers are covering the syllabus. They also may not monitor classroom progress or buy instructional resources hence this affects the performance of schools.

4.5: Performance of Pupils in Academic and Co-Curricular Activities

Table 10: Academic Achievement of Learners

		F	%
Performance	100-249	85	56.2
	250-299	7	4.6
	300-359	19	12.2
	400-500	23	14.9
Total		152	100.0

As shown in Table10 the study examined schools’ performance in K.C.P.E in an attempt to understand the influence of head teachers’ supervisory role on school performance. 56.2 percent of the schools in Murang’a County had a mean of 100-249 from the year 2012 to 2015. Another 4.6 percent of the schools got a mean of between 250-299 marks, 12.2 percent schools had a mean of 300-359 marks. Another 14.9 percent of the schools got a mean of 400-500 marks.

This is an indication of below average performance. The below average performance has more frequency than above average performance, an indication that the performance is wanting in Murang’a County. This may a pointer that head teachers are not performing their supervisory role which involves monitoring classroom progress, resource provision and classroom observation which gives feedback to teachers on how to improve teaching and learning.

Table 11: Schools Mean Grade

		F	%
Mean grade	100- 249	1019	88.08
	250 -299	678	8.64
	300-359	53	3.04
	400-500	4	0.23
Total		1754	100.00

The findings in Table 11 indicate that 88 percent of the schools had below average mean,8.64 percent had an average mean, 3.04 had a mean of between 300- 359. 400-500 marks had the lowest percentage of 0.23 percent this is an indication that performance in the county has been declining.

The findings concur with the head teachers' response. Hence, there is need to strengthen instructional leadership for improved academic achievements.

Table 12: Factors that Influenced the Performance According to Head Teachers

		F	%
Causes	Lack of motivation	10	29.4
	Lack of enough text books	75	20.8
	Poor supervision	75	20.8
	Failure to cover syllabus on time	81	22.5
	Lack of clear goals	23	6.4
Total		360	100.0

According to Table 12 head teachers attributed poor performance to lack of motivation at 106, (29.4 percent), lack of enough text books accounted for 20.8 percent, failure to cover the syllabus on time accounted for 81 (22.5 percent) while lack of clear goals accounted for 6.4 percent only. This is an indication that teachers lacked motivation in work hence the poor performance. More so, lack of enough textbooks and poor supervision affected performance in the county negatively.

This is a pointer that head teachers do not perform their supervisory role of providing resources. They also do not motivate teachers by rewarding their efforts; neither do they observe classrooms in order to get feedback on improving instruction or teaching and learning. Head teachers do not set clear goals to be followed for the purposes of academic achievement hence the below average performance may be attributed to the head teachers failure to give instructional guidance on curriculum implementation.

Table 13: Factors Influencing Performance According to Teachers

		F	%
Factors influencing performance	Lack of motivation by the head teacher	210	12.62
	Lack of enough text books	1023	61.63
	Poor supervision of instruction	66	3.96
	Failure to cover syllabus on time	333	20.05
	Lack of clear goals	29	1.73
Total		1660	100.00

Table 13 indicated that lack of motivation by head teachers' accounts for 12.62 percent of the total responses. Lack of enough textbooks has the highest percentage of 61.63 percent which is a pointer to scarce resources as a major challenge to academic achievement. Poor supervision accounted for 3.96 percent, failure to cover syllabus on time accounted for 20.05 percent while lack of clear goals had the largest percentage of 1.73 percent.

It is worth noting that unlike the head teachers who attributed the below average performance to lack of motivation, majority (61.63 percent) of teachers attributed performance to lack of enough text books. Text books are critical in schools they are course books and reference materials that guide learners in their studies and revision. They are also used by students as workbooks and resources for personal study and revision so when they are lacking in a school performance is affected. Therefore, lack of textbooks as pointed out by the teachers may be the reason behind the poor performance in Murang'a County.

Table 14: Head Teachers Response on Co-Curriculum Activities

Activities	F	%
Music and Drama	93	19.3
Ball Games	115	23.9
Athletics	111	23.0
4K Club	87	18.0
Law club	76	15.8
Total	482	100.0

The study also examined pupils' participation in co-curricular activities which is equally important for the physical well-being of the students for the development of talents. These activities include music, drama, games and clubs. The findings in Table 14, indicate that most of the schools in Murang'a County participate in ball games 115(23.9 percent), athletics 111 (23.0 percent), 4K Club had a percentage of 18 percent. The law club had the least participation at 15.8 percent as shown; a possible explanation of this is lack of resources and man power in the areas that had the least percentage.

Co-curricular activities are very important to the student physical wellbeing and they instill values like team work and cooperation. Schools that perform well in co-curricular activities also excel academically. This is consistent with a study carried out by Ara & Rakhs (2008) who opined that; co-curricular activities compliment academic activities in attainment of educational goals. The study results from content analysis indicated that most schools compete up to county level they rarely excel above this to compete nationally. This may be attributed to the fact that competition in co-curricular activities at county level is less stiff than at national level.

Participation at school level in co-curricular activities is mandatory for every school that intends to participate at county and national level. This is because competition at the school level serves to identify competing teams. Improvement in academics and co-curricular activities can be realized by the head teacher through leading, motivating teachers and providing the necessary resources.

4.6 Awards

Awards are used in various institutions for various reasons. A major reason is for recognition of performance and motivating the pupils. In schools, awards are given to towards good performance in different fields be it academics, games, music and drama.

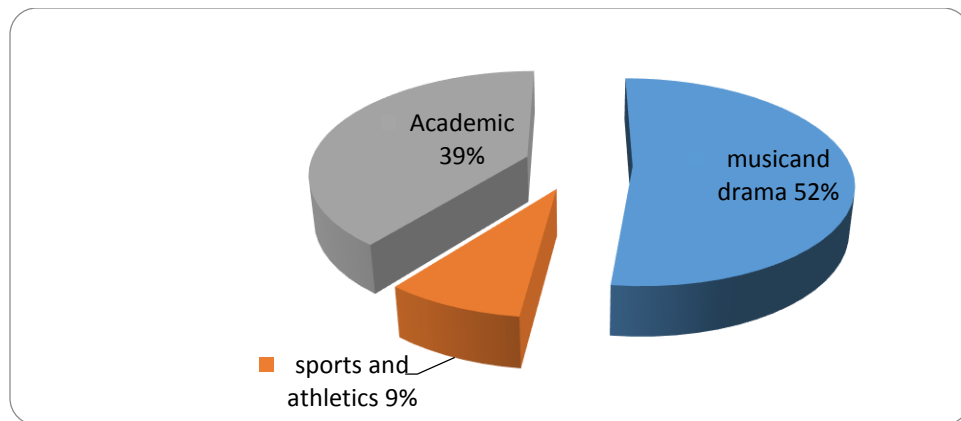


Figure 3: Awards

It can be seen from Figure 3 that most schools (52 percent) get awards for music and drama, with only (39 percent) of the schools getting awards on academic achievements and (9 percent) of the schools receiving awards in sports and athletics. The awards received from these events were kept in the head teachers offices in 95.8 percent of the schools. A possible explanation to this is that schools spend most of their time in co-curricular activities that is music and drama and ignore academics which is critical to school performance.

There is, therefore, need to invest more time and resources in academics in order to improve on performance.

Table 15: Storage of Awards

		F	%
Awards stored	H/T's office	146	95.8
	Deputy H/T's	6	4.2
Total		152	100.0

Table 15.1: Distribution of Awards Received

N	Minimum	Maximum	Mean	Std. Deviation
146	1	15	5.541667	3.706389

Table 15 indicated where awards are stored; from the findings most awards 95.8 percent are stored in the head teachers' office. From Table 15 the study further evaluated the distribution of awards in the schools. The schools included in this study had an average of 5.54 awards with minimum of one and maximum of 15 awards as shown in the table 15.1. This implies that most awards are in drama and music as compared to academic achievements. The researcher had discussed this in details in Figure 3. There is need therefore to improve on academics so as to get more awards which is the core area in teaching and learning.

Table 16: Levels at which Awards were Presented

		F	%
Level	County	6	24.0
	Sub county	17	68.0
Total		25	100.0

The findings on Table 16 indicate that most awards were obtained at Sub-county level at the percentage of (68.0 percent). As compared to County level which had a percentage of (24.0). There were no awards at national levels which indicate a gap in the performance in this county. It is imperative for schools to compete at national level since it exposes learners and it also indicates high competencies in the pupils. However this is not the case

Table 17: Display of Performance on the Notice Board

		F	%
Display of performance	Yes	32	20.8
	No	120	79.2
Total		152	100.0

Results are issued out where applicable after tests or activities in curricular and co-curricular activities; these results should be made available to the students. Findings from Table 17 indicate that most of the schools (79.2 percent) do not display the performance on the school notice board. It is important to display performance so that the learners' progress can be easily accessed and monitored by all the stakeholders.

4.6: K.C.P.E Performance Records between 2012 and 2015

Records are usually kept for various reasons such as, monitoring progress, decision making and feedback on where to improve. For these reasons, it is important that schools keep record of the performance.

Table 18: Records on KCPE Performance from 2012 to 2015

		F	%
Availability of KCPE Performance Records, 2012-2016	Yes	145.92	96
	No	6.08	4
Total		152	100

The findings from Table 18 indicated that a majority, 96 percent of the schools had records of KCPE performance between the years 2012 and 2016. However, if records are not used to give feedback on academic improvement, then they may not be important. This may be the case in Murang'a County where performance has been declining instead of improving. Therefore, the need to use records as feedback to improve on the weak areas is critical.

Table 19: Mean Score of the Schools in Murang'a County from 2012 to 2015

Year	N	Minimum	Maximum	Mean	Std. Deviation
2012	152	179	265	219.08	22.769
2013	152	174	255	218.46	22.868
2014	152	181	262	222.21	23.489
2015	152	151	267	219.96	30.737

Table 19 demonstrates the mean grade of the schools in Murang'a County from the year 2012 to 2015. The year 2012 recorded a mean of 219.08 and a standard deviation of 22.769. 2013 had a mean of 118.46 and a standard deviation of 22.868. The year 2014 recorded a mean of 222.21 and a standard deviation of 23.489. The mean grade for 2015 was 219.08 with a standard deviation of 30.737. This implies that the performance in Murang'a County is below average. A possible pointer to the fact that head teachers need to perform their supervisory role of monitoring classroom progress from lower primary other than focusing on class eight only and ignoring other classes which are critical in laying the foundation.

Head teachers' as instructional leaders may require building the capacity of teachers to overcome the challenge of poor performance in various subjects.

Table 20: Rating of the Performance from 2012 to 2015

		F	%
Performance	Average	44	29.2
	Below average	108	70.8
Total		152	100.0
Performance in KCPE (2012-2015)	Improvement	63	41.7
	Decline	89	58.3
Total		152	100.0

The results on Table 20 indicated that performance was below average in most of the schools with a frequency of 70.8 percent. The findings also indicate that schools have been declining as implied by a frequency of 58.3percent. As discussed in table 4.36 performance has been declining in this county, therefore the head teachers might need to perform his supervisory role of supporting teaching in terms of provision of resources and setting achievable targets for his/her school.

4.7: School Vision, Mission, and Motto

School vision, mission and motto are very important for any institution that is focused on excellence. The vision, mission, and motto statements give direction to the students and teachers. Eighty percent of the schools had a school motto, 72 percent had a mission statement and slightly over half (56 percent) of the schools had a vision statement. Performance in the schools is a clear indication that the school vision, mission, and motto is just a formality they are not internalized by the stakeholders, neither are they interlinked with the activities in the school.

Hence the downward trend in performance may be attributed to the fact that school the vision is written for the sake of it. The school Vision, Mission, and Motto did not have any positive implications on academic achievements. All stakeholders should be involved in coming up with the school Vision, Mission and Motto. This will enable them to internalize its meaning and importance towards academic achievement.

Table 21: Availability of the School Vision, Mission and Motto

		F	%
Vision	Yes	85	56
	No	67	44
	Total	152	100
Mission	Yes	109	72
	No	43	28
	Total	152	100
Motto	Yes	122	80
	No	30	20
	Total	152	100

Table 21 reported findings on availability of the school Vision, Mission and Motto. In order for a school to achieve the vision, mission and goals as envisaged by stakeholders, it is important that they are visible to everyone as a road map of where the school is headed and targets to be achieved. Most of the schools, 62.5 percent, reported that the schools vision, mission and motto were visible. However, as discussed earlier it is just a formality not all stakeholders are involved and it has no major implications on academic achievements.

The head teacher as may require to involve all stakeholders in coming up with the school vision, mission and motto that is realistic and achievable. It will then influence education outcomes positively by registering marked improvement in performance.

Table 22: Interlinking the Vision, Mission and Motto

			F	%
Interlinking Vision, Mission And Motto	yes		84	55
	no		68	45
Total			152	100

Table 22 reported findings on interlinking the vision, mission and school motto for better academic achievements. The vision, mission and goals have to be linked to make sure everyone is headed in one direction and that every effort is made towards the attainment of the schools' vision. Most of the schools (55 percent) had their vision, mission and motto interlinked while the other 45 percent did not.

This, therefore, means that the school Vision in some schools is not synchronized with the mission and the motto. This may be a possible indication that the school vision does not have any implications on academic achievements. Under normal circumstances the school Vision, Mission and Motto should be corresponding in order to achieve outcomes. Schools' should ensure that that the school vision, mission and motto have implications on academic achievement, yet this is not the case as established from the findings.

Table 23: Display of the School Vision, Mission and Motto

		F	%
Display of vision	Admin block	6	3.9
	at the gate	30	19.7
	Class wall	12	7.9
	Displayed	30	19.7
	H/T office	24	15.8
	Not available	6	3.9
	Not displayed	37	24.3
	Office block	7	4.6
Total		152	100.0
Display of mission	Admin block	6	3.9
	At the gate	30	19.7
	Class wall	12	7.9
	Not Displayed	24	15.8
	Everywhere	6	3.9
	H/t office	30	19.7
	Not displayed	6	3.9
	Not displayed	24	15.8
	Office block	7	4.6
	Staffroom	7	4.6
	Total		152
Display of motto			
	At the gate	42	27.6
	Class wall	12	7.9
	Displayed	7	4.6
	H/T office	36	23.7
	Not displayed	36	23.7
	Office block	6	3.9
	sign board	6	3.9
Total		152	100.0

Table 23 report findings on display of the school Vision, Mission and Motto. A number of schools (24.3 percent) reported that the school vision was not displayed while (19.7 percent) of the schools had the school mission displayed at the gate and at the head teachers' office.

The school motto was displayed at the gate (27.6 percent) and at the head teachers' office, (23.7 percent). It is important for the school Vision, Mission and Motto to be displayed since it will be a reminder to the school community of where they are headed. It also gives direction on the targets to be achieved in terms of academic achievements. There is need therefore to have the school vision, mission and motto displayed at the school gate it should also be internalized by all the stakeholders.

4.8: Head Teachers' Self-Rating on Setting Clear Vision, Mission and Motto

Clear vision and goals are necessary for various institutions as they act as a road map to achieving the set target. It is essential that the various stakeholders share in the development and acknowledgement of the schools vision and goals. The study assessed the head teacher's supervisory role of setting a clear vision, mission and motto and how this role influenced academic achievements. Teachers were also asked to rate head teacher's performance on different aspects of instructional leadership role. Table 24 shows head teachers' response on the supervisory role of setting a clear vision and goal.

Table 24: Setting Clear Vision and Goals

To evaluate the head teachers' supervisory role of setting a clear vision for the school, weighted mean and standard deviation was computed from the responses.

	F	Mean	Std. Dev.
Involve teachers and learners in designing a clear vision for the school	149	3.52	0.922
Share school vision with all the stakeholders in the school	152	3.63	0.869
Help teachers link national goals of education with subject specific objects in various subjects	152	4.15	0.867
Help teachers set realistic goals with regards to pupils' abilities	149	3.59	0.563
Guide teachers to write suitable objectives for various subjects.	152	3.68	0.600
Motivates teachers to achieve set objectives for each subject	149	3.64	0.641
Supervise schemes of work developed in various subjects	152	1.53	0.679
Provide guidance to achieve the set goals for the school	149	3.47	0.537
Come up with new initiatives to achieve or alter current goals	152	3.59	0.673
Guiding teachers to regularly and appropriately write diaries.	147	3.82	0.805
Average		3.46	0.716

The study came up with the following findings as indicated in Table 24; on instructional role of involving teachers and learners in designing a clear vision for the school, the mean was high ($M=3.52$, $SD= 0.922$), meaning that most head teachers involve teachers and learners in designing a clear goal and vision for the school. The respondents gave varied responses as indicated by the standard deviation of 0.922. This concurred with the findings of three out of the ten curriculum support officers who alluded to the fact that the school vision and motto are important when formulated by all stake holders for ownership; they assist the learner, teacher and parents to be focused and know where they are going. A school motto clearly defines the school's target for example, what to achieve at the end of the course it therefore guides learning outcomes. On the Sharing the school vision with all the stakeholders the mean was ($M= 3.63$, $SD=0.869$).

The standard deviation of 0.869 indicates slight variation of responses among the respondents. Sharing the school vision has impact on academic achievement since it brings stakeholders together to achieve performance it also ensures unity of purpose. Most head teachers were in agreement that they gave teachers guidance on how to achieve the set goals for the school with a mean of ($M=3.47$, $SD=0.537$). The standard deviation of 0.537 indicates most respondents had similar opinion. Head teachers agreed that they guide teachers' on linking national goals of education with subject specific objects. This is evidenced by the high mean score ($M=4.15$, $SD=0.867$). However, the standard deviation implies that the respondents' opinion varied widely. On Helping teachers set realistic goals with regards to pupils' abilities most head teachers agreed on this with slight variation in their responses as indicated by the standard deviation ($M=3.59$, $SD=0.563$).

Most head teachers were in agreement that they guide teachers to write suitable objectives for various subjects the mean was ($M=3.68$, $SD=0.600$). The standard deviation showed that responses slightly varied among the respondents. Head teachers were more in agreement that they motivated teachers to achieve set objectives for each subject ($M=3.64$, $SD=0.641$). On coming up with new initiatives to achieve or alter current goals head teachers agreed with slight variation in their responses that most of them perform this supervisory role ($M=3.59$, $SD=0.673$). Most head teachers indicated that they guide teachers to regularly and appropriately write diaries as indicated by the high mean of ($M=3.82$, $SD=0.805$). The standard deviation of 0.805 implies that there is slightly high variation of responses on this item. Supervision of schemes of work was rated as poorly performed role by head teachers. The Head teacher should work at providing whatever is needed to make the vision a reality. Therefore he should gather resources, both human and material, to bring the vision to reality.

The study noted a general disagreement on supervision of schemes of work developed in various subjects as shown in the table most head teachers indicated that they hardly supervised schemes of work for various subjects with a mean of ($M=1.53$, $SD=0.679$) the standard deviation of 0.679 indicated slight variation in head teacher response on this item. From these findings, it is evident that head teachers perform their role of setting a clear vision for the school to attain academic achievements. This concurs with the findings of Bennis (2009) who established that the head teacher is the vision holder, the keeper of the dream, or the person who has a vision of the purpose of the organization.

Sergiovanni (2010) further indicated that head teachers are the ones who manage the vision by communicating it to others, to develop a shared covenant. They invite and encourage others to participate in determining and developing the vision. Head teachers have the capacity to create a compelling vision, one that takes people to a new place and the ability to translate that vision into reality. Further to this Hallinger and Heck (2008) noted that the school curriculum should be aligned with the school's mission for learning outcomes to be achieved.

Table 25: Teachers Response on Head teachers' Role of setting a Clear Vision and Goals

	F	Mean	Std Dev
The head teacher involve teachers and learners in designing clear vision /goals for the school	1,742	2.39	0.911
In this school the head teacher and teacher work on a school development plan	1,722	2.36	0.924
The head teacher Share the school vision with all the stakeholders in the school	1,730	2.35	0.892
In meetings the head teacher discusses educational goals with the teachers	1,718	2.55	0.972
The head teacher ensures that teachers work according to the school's educational goals	1,713	2.22	0.668
The head teacher help teachers set realistic goals with regards to pupils' abilities	1,734	2.47	0.905
The head teacher guide teachers to write suitable objectives for various subjects.	1,734	2.32	0.873
The head teacher Motivates teachers to achieve set objectives for each subject	1,713	2.28	0.996
The head teacher provide guidance on how to achieve the set goals for the school	1,730	2.35	0.839
The head teacher motivate teachers and learners to achieve set targets/goals	1,705	2.40	0.921
The head teacher come up with new initiatives to achieve or alter current goals	1,722	2.23	0.880
The head teacher Guide teachers to regularly and appropriately write diaries.	1,689	2.23	0.906
Average		2.35	0.891

Table 25 show responses of teachers on the head teachers' role of setting a clear vision and goals. The responses were computed in terms of means and standard deviation. On the supervisory role of involving teachers and learners in designing a clear vision for the school most teachers indicated that they were not involved in designing a clear vision and goals for the school as portrayed by the mean ($M=2.39$, $SD= 0.911$), most head teachers do not involve teachers and learners in designing a clear goal and vision for the school. However, responses highly varied as indicated by standard deviation of 0.911. The CSOs added a voice to this by stating that that the school mission, vision and motto does not add value to academic achievement, since all the stakeholder are not involved in coming up with the vision.

The school motto is mostly displayed in the head teacher's office who has not even internalized. Further to that, when a new head teacher comes in he does not follow or even work by that vision neither does he come up with a vision that is achievable, he only does it as a formality or as a requirement by the Ministry of Education, Science and Technology. A vision like forward ever backward never is displayed but hardly is it realized or achieved since schools with such a motto continue to decline instead of registering any progress/improvement. The CSOs indicated that mostly the vision, motto and mission are copied from performing schools but never realized in most schools in Murang'a County. Therefore there is no relation between the school mission, vision and motto to academic achievement in Murang'a County. They gave an example of the motto 'toil for successes yet such schools do not register any good performance.

Reporting on head teachers supervisory role of working on a school development plan the mean was ($M= 2.36, SD=0.924$). From the mean it is evident that teachers are not involved in coming up with a school development plan, the standard deviation indicated varied opinion among the teachers on this item. On the supervisory role of sharing the school vision with all the stakeholders the mean was ($M= 2.35, SD=0.892$). Teachers indicated that the head teachers do not share the school vision with stakeholders as implied by the mean and standard deviation showing variation in responses.

This could be a pointer to the decline of performance in Murang'a County. Teachers were neutral on the variable of head teacher's discussing educational goals in staff meetings ($M=2.55, SD=0.992$). The mean indicated that head teacher do not assist teachers to work towards the school educational goal ($M=2.22, SD=0.668$). From the response it is evident that head teachers do not guide teachers to write suitable objectives for various subjects mean ($M=2.32, SD=0.873$). The mean implies that head teachers do not provide guidance on how to achieve the set goals for the school.

However, the response was observed to vary widely from one respondent to the other. Teachers indicated that Head teachers did not practice their instructional goal of motivating teachers and learners to achieve set targets/goals mean ($M=2.40, SD=0.921$). The standard deviation indicates a wide variation on responses in this item. The mean ($M=2.32, SD=0.873$) indicated that head teachers do not assist teachers to link national goals of education with subject specific objects in various subjects while the large standard deviation of 0.873 shows the wide variations of responses.

On helping teachers set realistic goals with regards to pupils' abilities most teachers indicated that head teachers do not help them set realistic goals in regard to students' abilities as shown by the mean ($M=2.47, SD=0.905$). Consequently, the response in this question was widely dispersed as indicated by the standard deviation. Teachers were in agreement that head teachers do not motivate them to achieve set objectives for each subject ($M=2.28, SD=0.996$). On Coming up with new initiatives to achieve or alter current goals teachers indicated that head teachers do not perform this instructional leadership role ($M=2.23, SD=0.880$). The standard deviation of 0.880 indicate wide varied opinion among the respondents. Teachers indicated that head teachers do not guide them regularly and appropriately to write diaries as implied by the mean of ($M=2.23, SD=0.906$) the standard deviation of 0.906 shows wide variation.

The responses from teachers imply that head teachers do not practice their supervisory role of setting a clear vision and goals this may be attributed to the fact that most head teacher writes the school vision as a formality they do not internalize it. Stakeholders are also not involved that is, parents and students do not even know what a motto is, and how it should influence achievement. If teachers were to be involved in coming up with the motto then good performance can be achieved. The CSOs finally indicated that the Vision, motto and mission is not always in tandem with performance. Mostly, head teachers were not trained they wrote it as a requirement from the ministry, activities in the school are not intertwined with what goes on and not all stakeholders are involved.

Unlike the findings from the head teachers that reported high level of agreement, teachers were neutral on head teachers' involvement of teachers and learners in designing a clear vision and goals for the school as stipulated by the mean and standard deviations from the responses. This is a clear indication that the school vision mission and motto is just a formality but it does not give directions regarding teaching and learning, hence it has no positive implication on educational outcomes. This contradicts findings by Hallinger (2000) who opined that head teachers' should work with staff to formulate clear measurable goals focused on academic achievement.

In addition, Southworth (2002) indicated that it is the head teachers' responsibility to ensure that school goals are widely known and supported throughout the school. Seven out of the nine Curriculum Support Officers who were interviewed corroborate with the teachers finding that; head teachers do not involve all the stakeholders in coming up with the school vision and motto. More so, when a new head teacher is posted he does not follow or even work by the school vision neither does he come up with a vision that is achievable. A vision like '*forward ever backward never*' is displayed but hardly is it realized or achieved since schools with such a motto continue to decline instead of registering any progress or improvement.

4.9: Hypothesis testing for the Influence of Head Teachers Supervisory role of setting a clear vision and goals

In order to establish the relationship between setting a clear vision, mission and academic achievement the coefficient of determination (r^2) was computed.

The extent to which Clear vision and goal setting influences academic performance is equal to the Square of Pearson Correlation Coefficient, that is, $r^2 = (0.391)^2 = 0.152881$. Results obtained indicate that Clear vision and goal setting affects performance of schools by 15.29 percent in primary schools in Murang'a County. It is therefore implied that setting of a clear vision, mission and motto will influence academic achievements significantly. However, the vision, mission and motto should be interlinked with the activities that go on in the school in order to achieve set targets and improved academic achievements.

Table 26: Relationship between Clear Vision, Goal Setting and Academic Achievement

		Performance	Clear vision
Performance	Pearson Correlation	1	.391(*)
	Sig. (2-tailed)	.	.000
	N	1705	377
Clear vision and goal setting	Pearson Correlation	.391(*)	1
	Sig. (2-tailed)	.000	.
	N	1549	1566

** Correlation is significant at the 0.05 level (2-tailed).

The value of coefficient indicated in Table 62 shows there is a positive relationship between Clear vision and goal setting(x) and performance(y) at $r = 0.391, n=1566, p < 0.05$. Hence school Vision, Mission and Motto will lead to improved academic achievements. Hallinger and Heck (2009) identified vision and goals as the most significant avenue through which school leaders' impact learning. Robinson *et al.* (2010) in a meta-analysis of the school leadership effects reaffirmed this conclusion.

Indeed, they placed vision and goals as the second most significant path through which head teachers contribute to improved learning in classrooms. Therefore schools in Murang'a County should come up with realistic Vision, mission and Motto for improved academic achievements.

Table 27: Availability of Punishment Books and Reasons for Punishment

		F	%
Availability of the punishment book	Yes	49	32.0
	No	103	68.0
Total		152	100.0
Reasons for punishments	Absenteeism	6	4.0
	Punctuality	6	4.0
	Noise	6	8.0
	Making		
	Not defined	122	80.0
	unfinished	6	4.0
	assignment		
Total		152	100.0

Table 26 shows findings on availability of punishment books and the reason for punishment. As to whether the schools had punishment books, a majority of 68% did not have them while 32 percent had them. 80 percent of the punishments were not defined. Other punishments administered were due to absenteeism, incomplete assignments, noisemaking and lateness. The punishment book is used to keep record and also give guidance to the students who are on the wrong. It also serves as reference when parents need to check on the behaviour of their pupils. Hence, they can be updated about their students based on this record and collectively they can work with teachers to help the students improve on their behaviour and performance.

Since discipline go hand in hand with good performance. A disciplined student will be punctual in class and complete their assignments on time, and possibly perform better in their academic work.

4.10: Daily Occurrence Book

A daily occurrence book is used to keep records of the activities going on within the school, on a daily basis.

Table 28: Availability of the Daily Occurrence Book

		F	%
Availability of the daily occurrence book	Yes	122	80.0
	No	30	20.0
	Total	152	100.0
updated and signed by the Head teacher	Yes	103	68.0
	No	49	32.0
Total		152	100.0

Table 27 has reported findings on availability of the daily occurrence record in both frequency and percentage. Eighty percent of the schools had the daily occurrence book, while 20 percent did not have it. Sixty Eight percent of the schools had the daily occurrence book updated and signed. Thirty two percent had not updated the book. The O.B is important for accountability purposes it records the daily activities in the school. This can track activities in the school and indicate any unique experiences and disruptions hence come up with a quick solution to any disturbances.

4.11: Availability of Records on Schools' Facilities and Infrastructure

Schools' facilities and infrastructure are key in ensuring that students are comfortable and go about learning uninterrupted.

The facilities within a school include chairs, tables, desks, classrooms, water tanks and playing field, among others. Table 4.45 reported findings on availability of school facilities and infrastructure. Head teachers take a lead in the provision of such facilities in their schools.

Table 29: Availability of Records on Schools' Facilities and Infrastructure

		F	%
Records on Schools Facilities	Yes	127	83.3
	No	25	16.7
Total		152	100.0

Table 30: Adequacy of Facilities

		F	%
Chairs	Adequate	108	70.8
	Not Adequate	44	29.2
Total		152	100.0
Tables	Adequate	118	77.3
	Not Adequate	35	22.7
Total		152.0	100.0
Desks	Adequate	120	78.9
	Not Adequate	32	21.1
Total		152	100.0
Classes	Adequate	123.0	80.9
	Not Adequate	29.0	19.1
Total		152.0	100.0
Water Tanks	Adequate	72	47.4
	Not Adequate	80	52.6
Total		152	100.0

Tables 29 and 30 respectively report on availability of records and adequacy of schools' infrastructures and facilities. From the findings 83 percent of the schools had the records on school facilities. Table 29 indicated that 77.3percent of the schools featured in the survey had adequate tables while 22.7 percent did not had adequate Tables, 21.1 percent of schools had inadequate desks, 19.1 percent of schools did not have enough classes. Most of the schools (52.6 percent) did not have adequate water tanks. Concerning the relevance of these facilities and infrastructure, all the schools (100 percent) reported that the facilities were relevant. It is necessary that the facilities are adequate in relation to the number of students in the school. Most of the respondents (58.8 percent) were of the opinion that the facilities were not adequate in regards to the number of pupils in their respective schools.

Schools may consider investing in infrastructure to avoid congestion and fight over scarce resources. A possible explanation for adequate classes is the sponsorship some sub-counties get from their Members of Parliament to build classes. However, water tanks are inadequate which can lead to fights as students scuffle for water which is scarce as indicated by the findings. This could also cause delays in attending classes. The aggressive students get water by pushing and shoving others while the shy students have to wait in long queues before accessing the water. By the time they get to the tap classes are going on and they are punished for not attending class in time. This is therefore a great challenge that can be rectified through provision of adequate infrastructure.

4.12: Instructional Materials

Instructional materials are very important items both for the teachers and the pupils.

They include syllabus, hand books, record of work, textbooks, teachers guide, E-content and stationeries to mention but a few. The results on instructional materials are tabulated in Tables 30 and 32.

Table 31: Availability of Instructional Materials

		F	%
Instructional Material	Yes	145	95.7
	No	7	4.3
Total		152	100.0

According to Table 31 most of the schools (95.7 percent) had adequate instructional materials. These include syllabuses, handbooks charts, atlases and other teaching and learning aids. Instructional materials are key for effective teaching and learning. However, they should be put to good use, because most teachers use textbooks without referring to the syllabus which has negative implications since some content may be in textbooks but outside the syllabus. This implies that head teachers ensure that instructional materials are available and adequate.

Table 32: Adequacy of Instructional Materials

		F	%
Stationery	Adequate	122	80.0
	Not adequate	30	20.0
	Total	152	100.0
Exercise books	Adequate	152	100.0
	Not adequate		
Total		152	100
Textbooks	Adequate	63	41.7
	Not adequate	89	58.3
	Total	152	100.0

Tables 32 indicate that a vast majority of the schools (80 percent) had stationery and exercise books. However, 58 percent of the schools did not have adequate textbooks yet textbooks are critical in the achievement of educational outcomes.

Table 33: Adequacy of Textbooks and Storage

		F	%
Adequacy of text books per number of students	Adequate	64	42.1
	Not adequate	88	57.9
Total		152	100.0
Storage of Textbooks	By both learners and teachers	18	12.0
	Deputy h/t office	73	48.0
	Learners	30	20.0
	Secretary	6	4.0
	Teachers	6	4.0
Total		152	100.0

Table 33 report findings on adequacy of textbooks it is therefore evident that students did not have adequate textbooks as indicated by the mean of 57.9 percent. These findings concur with responses from teachers and Curriculum Support Officers who cited shortage of textbooks in schools in Murang'a County. On where the textbooks are stored (48 percent) of the respondents indicated that most textbooks are kept at the deputy head teachers' office. Text books are critical in academic achievement since they supplement lesson notes and help learners' to revise on their own. Therefore lack of enough textbooks has serious implications on teaching and learning. Educational outcomes may not be realized without the required textbooks.

Head teachers should ensure that they provide enough textbooks since they get funding from the government on the same .They are also funded by CDF kitty to purchase text books and other instructional material that are key to teaching and learning.

4.13: Teachers Guide

Table 34 report findings on availability of teachers guide in schools in Murang’a County. Teachers’ guides give directions to the teachers on pedagogical approaches to use in teaching particular topics and concepts. It gives guidance that is critical to curriculum delivery. The guide consists of learning activities, resources to be used in a particular subject and teaching methods to be used.

Table 34: Availability of Teachers Guide

		F	%
Availability of Teachers guide	Available	99	65.4
	not available	53	34.6
Total		152	100.0

According to Table 34 most of the schools (65.4 percent) had the teacher’s guide. However of most importance is whether the teacher’s guide is used or not. In most schools teachers rarely use it therefore teaching is compromised. The teacher’s guide is an important resource as it may improve on lesson delivery and general educational outcomes.

4.14: Record of Work

Record of work contains work covered for the day hence it is important for accountability purposes. Table 34 has tabulated findings on availability of record of work in schools in Murang’a County.

Table 35: Record of Work

		F	%
Record of work	Available	120	79.2
	Not available	32	20.8
	Total	152	100.0

Findings on Table 35 indicated that Most of the schools (79.2 percent) kept record of the work done, while 20.8 percent did not keep the records. This is an indication that teachers update their work on a daily basis. This a very important document as it informs head teachers and senior teachers on work covered and it also gives feedback on what has not been covered. In case a teacher is transferred the incoming teachers is able to know how much was covered by the outgoing teacher. It is, therefore, important for the head teacher to verify this book and advise the teachers accordingly, in order to improve the performance of pupils.

4.15: E-Content (Digital Content)

The E-Content referred to as Tafakari has content for mathematics and science from standard four to Standard Eight it is packaged in DVD's. The content is both interactive and interesting. It has cartoons, animations, voice over's and exercises at the end of every lesson. Table 36 reported findings on availability of E-content (*Tafakari*) in schools in Murang'a County.

Table 36: Availability of E-Content (Digital Content)

		F	%
E-content	Available	63	41.7
	Not available	89	58.3
	Total	152	100.0

Results in Table 36 revealed that most of the schools (58.3 percent) did not have e-content while 41.7 percent had the content. The E-Content has questions and answers which learners can attempt and mark on their own as they interact with the content. Therefore it is important for schools to purchase this content. Pupils at this level and age comprehend more of what they see rather than what they hear. From the responses most schools do not have this content a possible explanation to this is that the schools do not have electricity they also do not have computers and internet connectivity. The government may consider speeding up the rolling out of laptop programme especially in rural areas like Murang’a County; this will lead to access of digital content and subsequent improvement in performance.

4.16: Materials Approved by KICD

Teaching and learning materials must be approved by KICD which has the sole mandate of vetting instructional materials for basic and tertiary education, as per the KICD Act of Parliament 2013. Findings on approved materials are reported in Table 36.

Table 37: Approval of the Books/Materials by KICD

		F	%
Books	Approved	86	56.5
	Not approved	26	17.4
	some are approved	40	26.1
Total		152	100.0

Table 37 indicated that most books used in Murang’a County were approved by KICD while 26.1 percent had some of their books not approved. Most of the revision materials were not approved by KICD an indication that the books may have factual errors.

This could translate to poor academic performance in the County. Text books approved by KICD, (contained in the orange book) should be bought by schools.

Table 38: Availability of Circular No. 2

		F	%
Availability of Circular No. 2	Available	38	25.0
	Not available	114	75.0
Total		152	100.0
Circular Location	Head teacher	7	4.5
	Teacher	145	95.5
Total		152	100.0

Table 38 reported findings on the availability of the Circular No. 2. The Circular contain changes in Social Studies after the promulgation of the Constitution of Kenya, 2010. Seventy five percent of the schools did not have the circular as shown in Table 38. A vast majority of the schools reported that the circulars were with the teachers. Lack of this circular could be the reason why social studies is performed poorly since part of the content on changes in the constitution are not taught. There is need therefore for schools to buy this circular since it will add value in the teaching and learning of social studies. The changes are major as they touch on devolution issues, bicameral parliament and other key issues on governance.

Table 39: Availability of Class Registers

		F	%
Class registers	Yes	152	100.0
	No	0	0
Total		152	100

Updated and signed	Yes	127	83.3
Class registers	No	25	16.7
	Total	152	100.0

Tables 39 indicate findings on availability of class attendance registers. Attendance registers are used to confirm the attendance of pupils in schools. All the schools had a class attendance register; they were all available as per class. Most of the schools (83.3 percent) reported that the class attendance registers were up to date and signed while 16.7 percent did not have updated registers. Updated class registers indicate that the teachers follow up students who absent themselves from schools. Class register checks on truancy it should be available and updated for easy follow up on students and ensuring that all classes are well attended.

Regular check on class attendance is recommended, pupils who attend classes regularly, perform better than truants. It is also important to follow up on the reason for absenteeism, so that remedial action can be taken. If it is sickness the learner can be advised to visit a doctor other issues can be referred to the guidance and counseling teachers. Parents can also be called upon to explain on the absenteeism of their learners. This combined effort will lead to academic improvement since absenteeism will be dealt with. This is supported by Hill *et al* (2008) who established that the more intensively parents are involved in their children's learning, the more beneficial the achievement effects.

4.17: Teaching Timetable

A teaching time table is a very important tool as it provides time allocation for the various activities carried out in a school.

Out of all the schools featured in this survey, a majority of 96 percent reported to have teaching timetables. The implication may be that teachers observe instructional time which in turn may influence on academic achievements.

Table 40: Availability of Teaching Timetable

		F	%
School Timetable	Available	146	96
	Not available	6	4
Total		152	100

Table 41: Lessons Taught as per the Ministry of Education

		F	%
Are all subjects taught?	Yes	91	62.5
	No	55	37.5
Total		146	100

Table 41 reported findings on whether all subjects are taught as per the Ministry of Education Science and Technology guidelines. The MOEST recommends the subjects taught in schools, both the curriculum and co-curriculum subjects. Table 40 indicates that (91, 62.5 percent) schools offer all the lessons while 37.5 percent do not offer all the lessons as per the Ministry of Education’s recommendation. Subjects like P.E (Physical Education), life skills and pastoral programmes are rarely taught. A possible explanation to this is that schools ignore non-examinable subjects hence schools are examination oriented. This may be a pointer to the head teachers’ failure to practice their supervisory role of ensuring that all subjects are taught not just for the sake of examinations but to instill values, competencies and skills in learners.

Table 42: Location of the Teaching Timetable

		F	%
Location of School Timetable	Staffroom	145	85
	H/T office	7	4.3
	Class monitor	152	10.7

Tables 42 indicated responses on location of the teaching timetable. It is required that the school timetable be placed strategically where it is easily accessible by the teachers and pupils. Therefore, the timetable should be placed in locations where they are easily accessible; such as the staffroom, in the classroom with the school monitors or at the head teachers' office. A vast majority of 85 percent had time tables at the staffroom. This is an indication that the head teacher as an instructional leader protects instructional time as indicated by the responses.

4.18: School Notice Board

A notice board is used to display performance of a school, school rules, announcements, news and any other important information concerning the school.

Table 43: Availability of School Notice Board

		F	%
Availability of School Notice Board	Yes	89	58.3
	No	63	41.7
Total		152	100.0

As indicated in Table 43 most schools (58.3 percent) had a notice board while 41.7 percent did not have one.

From the findings a great percentage of the schools had notice boards an indication that the head teachers use the notice board to communicate information to the school, hence most head teachers perform the supervisory role of communicating with teachers and learners and ensuring that teaching and learning is going on well.

Table 44: Location of the Notice Board

		F	%
Location of the notice board	Not displayed	62	40.9
	In front of Staffroom	41	27.3
	H/T Office	41	27.3
	Classroom	7	4.5

Table 44 indicated where the schools notice boards are located. It is of great importance that notice boards are located at strategic positions for visibility purposes. Most schools did not have notice boards; in some other schools notice boards were located either in front of the staffroom (40.9 percent) or at the head teachers' office, at (27.3 percent). In some schools notice boards were not displayed as indicated by the frequency of (40.9 percent). Lack of notice boards may be an indication of communication flaw in the school system. Therefore the head teacher should ensure smooth communication between his office and the teachers this may enhance team work and openness. Education outcomes are easily realized when there is open communication between the head teachers and teachers.

4.19: Head Teachers' Self-Rating on Provision of Resource in Schools

Resources are fundamental requirements for better performance. The study evaluated head teachers' provision of resources in relation to academic achievement.

Each of the respondents used a five point scale to rate provision of resources as follows;

1= strongly disagree, 2= disagree, 3=neutral, 4= agree, 5= strongly agree. The responses for the items were computed and the results were recorded in tables.

Table 45: Head Teachers' Self-Rating on Provision of Resources in schools

	F	Mean	Std. Dev.
Provide quality learning/teaching resources	149	3.56	.664
Provide adequate learning/teaching resources	149	2.31	.681
Plan with teachers to implement pilot curriculum materials.	149	2.02	.688
Encourage teachers and pupils to participate in the improvisation of teaching aids.	149	2.22	.622
Distribute and direct practice in the use of instructional materials for effective academic achievements.	152	2.31	.534
Study current trends in development of learning resources and advise teachers	152	2.22	.721
Help teachers locate reference books, journals and other learning resources	152	2.02	.601
Purchase instructional material approved by KICD.	152	2.56	.565
Work with teachers in developing curriculum guides, courses of study pamphlets needed in instructional areas.	152	2.25	.902
Work with teachers, individually and in groups, to explain, demonstrate, exhibit, or direct practice in the use of new curriculum materials.	149	2.10	.640
Invite resource persons to guide teachers and students	152	2.51	.565
Provide KNEC backwash reports on KCPE performance in different subjects	147	2.21	.700
Demonstrating to teachers the skills of planning and utilizing educational technology media	152	1.93	.640
Encourage development and use of locally available materials by teachers and students	152	2.47	.838
Provide Classroom furniture	147	4.12	.068
Provide stationary	152	4.60	.597
Classrooms are adequate	149	4.80	.680
Average		2.22	0.666

Responses from Table 45 indicated that head teachers did not provide quality and adequate learning/teaching resources as implied by the mean and standard deviation score of ($M=2.34$, $SD=.664$) and ($M=2.31$, $SD=.681$) The CSOs stated that in most schools resources are not adequate due to lack of integrity.

Some head teachers provide fake documents to auditors after purchasing textbooks and other resources, but as a matter of fact the books were never bought. (Kamau, 2016) the Chairman Kenya Publishers Association concurs with this by stating that there are fraudulent deals in distribution of textbooks. The deals range from forged signatures, delivery of phantom books, overpricing and single sourcing of books by head teachers leading to; nil purchases hence the acute shortage of text books in schools.

They further opined that penalties meted out on head teachers involved in fraud were too light; they were either transferred or demoted. Other irregularities include overpayment of textbooks and deliberate exclusion of school management committees in the procurement of instructional materials. Further to this a report on Policies, Procedures and Practices used in the Disbursement of Free Primary Education, *Daily Nation* (2016) indicated that fraud on purchasing textbooks range from forged signatures, overpricing and single sourcing of suppliers by instructional materials selection committee.

Provision of stationary in the schools was adequate as implied by the mean ($M=4.60$, $SD=.597$) with slight varied response among the respondent. Respondents agreed that they did not plan with teachers to implement pilot curriculum materials as implied by the low mean and the standard deviation ($M=2.02$, $SD=.688$). Therefore, the teachers work on their own without the assistance of the head teachers which can be an impediment to academic achievements. The mean and standard deviation ($M=2.02$, $SD=.601$) indicate slightly high level of agreement that head teachers do not perform their supervisory role of locating reference books, journals and other learning resources.

This therefore means that teachers look for reference materials on their own which is an impediment to academic achievement. On the supervisory role of working with teachers in developing curriculum guides, courses of study and pamphlets needed in instructional areas head teachers indicated that they do not perform this role ($M=2.25$, $SD=.902$). The response widely varied as indicated by the standard deviation of .902. This could be attributed to the fact that most head teachers have not been serviced on curriculum implementation thereby concentrate more on administrative role.

On the supervisory role of demonstrating the skills of planning and utilizing educational technology media the mean score was ($M=1.93$, $SD=.640$) with a slight variations as shown by Standard Deviation of 0.640. This implies that head teachers do not perform this role; a possible explanation to this is that most head teachers are not computer literate. The mean ($M=2.22$, $SD=.721$) implies that head teachers do not study current trends in development of learning resources therefore teachers are not advised on current trends they discover on their own or remain ignorant hence affecting performance.

The standard deviation of 0.721 implied variation among the responses. Head teachers do not work with teachers, individually and in groups, to explain, demonstrate, exhibit, or direct practice in the use of new curriculum materials ($M=2.10$, $SD=.640$). The standard deviation of 0.640 indicated that head teachers were more in agreement that they did not work with teachers, individually and in groups, to explain, demonstrate, exhibit, or direct practice in the use of new curriculum materials. Head teachers were neutral on encouraging teachers to develop and use of locally available materials ($M=2.47$, $SD=.838$).

This contradicts a study by Felder (2009) who indicated that head teachers should encourage the improvisation of locally available materials. Hence the shortage of resources in schools can be attributed to the fact that head teachers do not encourage teachers to use locally available materials. Head teachers do not encourage teachers and pupils to participate in the improvisation of teaching aids ($M=2.22, SD=.622$). This opinion received more uniform response among teachers as shown by a low standard deviation of 0.66.

The mean($M=2.31, SD=.534$) indicates that teachers were in agreement on lack of head teacher performance of their role of distributing and directing practice in the use of instructional materials for effective academic achievement. Head teachers were in agreement from the mean ($M=2.51, SD=.565$) that they invite resource persons to guide learners and teachers. Head teachers reported with a slightly high degree of uniformity that they don't provide KNEC backwash reports on KCPE performance in different subjects ($M=2.21, SD=.680$).

KNEC backwash report is a very important document which contains performance in various subjects. It also gives feedback on concepts or topics where students performed poorly and suggestions on improvement on those areas. It is therefore imperative for schools to have such documents for improvement in instructions and academic achievements. Schools struggle to attain educational outcomes since they may not get feedback on weak areas and on how to improve. Head teachers strongly agreed with provision of adequate classrooms ($M=4.80, SD=.680$).

The standard deviation of 0.680 shows variation among respondents was minimal. This may be due to the fact that classes are built with the assistance of CDF kitty. The researcher also established that Members of Parliament in this County give financial assistance for the construction and renovation of classes. Head teachers were neutral about purchase of instructional materials approved by KICD listed in the orange book, this implies that most schools do not use approved material especially the supplementary materials.

Head teachers were in agreement that classroom furniture is adequate as implied by the mean of ($M=4.12$, $SD=.068$). The standard deviation of 0.068 indicates very low variations among the responses. This implies that there are no enough resources in Murang'a County a possible explanation of the poor performance since resources are critical in academic achievement. A study conducted by Akubue (2010) indicated that efficient management of resources could lead to improved academic achievement. This may not be the case in Murang'a County since resources are inadequate hence the poor performance.

The head teachers have the function of ensuring the supplies and provision of teaching and learning materials to ensure that the needs of the learners are catered for. The head teacher bears the brunt of always taking the flak when things don't work out right. In instances of lack of supplies even when situations are beyond their control they will always cut the forlorn image of failure or the dereliction of duty, (Simatwa, 2004). Situations whereby the supplies of teaching and learning materials need to be sourced call for the participation and evaluation of the systems between the head teachers in consultation with the committee of purchasing instructional materials teachers.

Table 46: Teachers' Evaluation on Head Teacher Provision of Resource Schools

	F	Mean	Std. Dev
Plan with teachers to implement pilot curriculum materials.	1,656	2.23	0.814
Encourage teachers and pupils to participate in the improvisation of teaching aids.	1,697	2.31	0.794
Distribute and direct practice in the use of instructional materials for effective academic achievements.	1,689	2.24	0.776
Study current trends in development of learning resources and advise teachers	1,693	2.28	0.767
Help teachers locate reference books, journals and other learning resources	1,697	2.30	0.867
Purchase instructional material approved by KICD.	1,672	4.03	0.807
Work with teachers in developing curriculum guides, courses of study pamphlets needed in instructional areas.	1,676	2.24	0.832
Work with teachers, individually and in groups, to explain, demonstrate, exhibit, or direct practice in the use of new curriculum materials.	1,689	2.33	0.833
Invite resource persons to guide learners and students	1,664	3.42	0.876
Provide KNEC backwash reports on KCPE performance in different subjects	1,664	2.27	0.762
Demonstrating to teachers the skills of planning and utilizing educational technology media	1,656	2.23	0.849
Encourage development and use of locally available materials by teachers and students	1,664	2.35	0.860
Provide Classroom furniture	1,640	4.15	0.638
Provide stationary for teachers	1,660	4.73	0.844
Classrooms are adequate	1,623	4.24	0.602
The head teacher provides quality instructional materials	1,623	3.50	0.207
Average		2.23	0.849

The study assessed the head teacher's role of resource provision in an attempt to determine its influence on performance in Murang'a County. Teachers were asked to rate head teacher's performance on different aspects of resource provision by the head teachers. As tabulated in Table 46 teachers reported that most of the instructional materials used in schools had been approved by KICD and are in the orange book ($M=4.03$, $SD=0.807$).

However the CSO's indicated that some books are approved by KICD while others are not. Most supplementary/revision books are also not approved by KICD. The other challenge is there is no specific course book, teachers use different books, and they do not follow the policy/guidelines by the Ministry of Education Science and Technology neither do they use the orange book. There is, therefore, need to relook at provision of resources since they are not adequate in Murang'a County yet the government has provided free primary education funds to cater for instructional resources. The standard deviation of 0.807 shows that teacher response on use of instructional materials approved by KICD varied widely. The high mean could be attributed to the fact that most schools have a committee on purchasing instructional materials. The challenge is that some head teachers do not involve instructional committee, which is recommended by MOEST, to purchase materials they instead buy textbooks on their own without confirming the content in the text books.

Teachers were in agreement that head teachers ensure classroom furniture is adequate. The standard deviation of 0.838, indicated that responses varied widely ($M=4.15$, $SD=0.838$). Hence head teachers, are playing their supervisory role of resource provision. The high mean ($M=4.73$, $SD=0.844$) implied that there are enough stationeries for teachers, the standard deviation responses varied widely. Some schools are self-sufficient; however it depends with head teachers' priority in terms of academic achievements. Head teachers who do not attach any importance to education will give excuses that resources were stolen. Lost books are never replaced and there is no policy in place on how to deal with the issue. Further to this borrowed books do not capture the name of borrower, date of issue and return or the number of copies borrowed.

Borrowers do not sign registers to confirm that books were actually issued to them. Lower classes are ignored and much emphasis is put at standard eight in terms of resource provision. Lack of enough textbooks and other revision materials has negative influence on academic achievements. Records of lost or damaged books are poorly maintained making it difficult to establish the number of books lost or damaged. Some head teachers claim to have been robbed and all documents stolen. Most schools do not have stores despite government releasing funds to build them.

Teachers strongly agreed that classrooms in Murang'a County were adequate ($M=4.24$, $SD=0.602$). Their responses were less spread as indicated by the standard deviation of 0.602. The CSOs were in agreement that special unit centers have adequate resources and equipment for special needs, for example Braille and wheelchairs. The special needs schools, however, do not have enough teachers. The neighboring Kirinyaga and Nyeri Counties have more than enough materials compared to Murang'a. The two counties also perform better than Murang'a County.

Teachers were in agreement that head teachers provide quality instructional materials as shown by the mean on this item ($M=3.50$, $SD=0.807$) however, the responses were widely spread. Teachers were neutral regarding head teachers supervisory role of inviting resource persons to guide learners and pupils ($M=3.42$, $SD=0.876$) the responses were widely spread as indicated by the standard deviation of 0.876. Head teachers did not encourage teachers and pupils to participate in the improvisation of teaching aids as implied by the mean ($M=2.31$, $SD=0.794$). The standard deviation indicates varied responses.

This possibly explains the shortage of resources and the subsequent impact on academic achievements in this County. Performance is affected since there may be a shortage in teaching and learning resources. The CSOs pointed out that teachers are not facilitated with the required resources for teaching and learning. The head teachers used to buy books when the free primary education started but that is no longer the case due to integrity issues. Teachers reported that head teachers did not distribute or direct practice in the use of instructional materials for effective academic achievements.

The mean ($M=2.24$, $SD=0.776$) indicated that head teachers did not study current trends in development of learning resources neither did they advise teachers on the same ($M=2.28$, $SD=0.767$). The standard deviation in these cases indicate varied opinion on this item. Head teachers did not help teachers to locate reference books, journals and other learning resources ($M=2.30$, $SD=0.867$). The responses indicated that head teachers did not work with teachers in developing curriculum guides, courses of study and pamphlets needed in instructional areas ($M=2.24$, $SD=0.832$).

The high standard deviation of 0.832 showed varied responses. A possible explanation to this is that head teachers do not practice their supervisory role of giving guidance on curriculum. This may be a pointer to a gap in performance of head teachers in this crucial role of being a resource person in curriculum issues. Teachers indicated that head teachers did not guide them individually or in groups, to explain, demonstrate, exhibit, or direct practice in the use of new curriculum materials ($M=2.33$, $SD=0.833$). The high standard deviation in this case implies that responses were not varied.

The mean ($M=2.27$, $SD=0.762$) implied that head teachers did not provide KNEC backwash reports on KCPE performance in the different subjects encourage. The standard deviation shows a slight high difference in the respondents' opinion. The CSOs noted that the government has been providing text books, however parents do not supplement the materials. More so textbooks are worn out quickly and maintenance of the books by the learners is poor, they cover books with newspaper instead of polythene. One CSO was of the opinion that a lot needs to be done since auditors rarely visited schools in Murang'a County. Three out of the nine CSOs indicated that syllabuses, teachers' handbooks and guides are adequate. On use of locally available materials by teachers and students the responses recorded a mean ($M=2.35$, $SD=0.860$). The standard deviation is an indication of varied responses.

This implies that resources are scarce since improvisation is not encouraged in schools yet resources are critical for academic achievements. Hence, the head teacher does not work with teachers to come up with locally available material to solve the issue of inadequate resources. Felder (2009) recognized that the rich and diverse resources within local communities should also be utilized. Collecting and using locally available materials encourage creativity and innovativeness. The CSOs noted that some schools bought wooden cupboards which were maintained in the head teachers' offices. Hence, lack of a secure storage and theft claims, are inhibitions to the ratio of one to one textbooks in Murang'a County. The CSOs noted that resources like, manila papers, pens, swings, atlases, crayons and charts are not adequate despite the huge investment by the government.

E content in mathematics and sciences (*Tafakari*) is not found in 80 percent of the schools. Story books are rarely bought; only one boarding school in Iyego zone, Kangema Sub-County provides extra materials. The CSO's stated that where books are procured on credit, head teachers order for books in unnecessarily big numbers, creating an opportunity for retailers to move dead stock. Public schools are yet to achieve the one to one sharing ratio despite government spending 10 billion shillings on books in the last three years and 100 billion since the inception of FPE. Hence in a classroom situation four pupils share one book.

Table 47: Hypothesis testing on Influence of Resource Provision on Academic Achievement

		Performance(Y)	Resource provision(X)
Performance(Y)	Pearson Correlation(r)	1	.189(*)
	Sig. (2-tailed)	.	.038
	N	1705	120
Resource provision (X)	Pearson Correlation(r)	.189(*)	1
	Sig. (2-tailed)	.038	.
	N	120	124

The hypothesis tested was; The Head teachers' supervisory role of resource provision has no statistically significant influence on academic achievement in Murang'a County. The value of coefficient tabulated in Table 47 shows that there is a statistically significant positive relationship between Resource provision(x) and performance(y) at $\alpha=0.05$.

This implied that for every unit increase in Resource provision by head teachers, school mean grade would increase by 0.189. The extent to which Resource provision influences academic performance is equal to the Square of Pearson Correlation Coefficient, that is, r squared (r^2) = $(0.189)^2 = 0.035832$.

Results obtained indicate that resource provision affects performance of schools by 3.6. Percent in primary schools in Murang’a County. The Null hypothesis was rejected and the alternative hypothesis accepted since $r = 0.189$, $n=124$, $p <0.05$. Resources are critical for academic achievement and hence the head teacher has a supervisory role to ensure adequate provision of resources. This is supported by Buchanan (2010) who opined that supervisory leaders should know what is happening in classrooms, to be better able and willing to provide resources and materials that support teachers' instructional efforts. Durosaro (2004) called this, mobilizing resources and described it as rallying personnel, building district, and community resources, including materials as well as information. Adequate resources therefore, need to be provided in order to improve on academic achievements in Murang’a County.

4.20: Staff Meeting Minutes

It is important that whenever staff meetings are held, the issues that have been discussed and conclusions are written down for future reference and follow up among other reasons.

Table 48 reported findings on the availability of staff meeting minutes

Table 48: Availability of Staff Meeting Minutes

		F	%
Staff minutes	Yes	152	100.0
	No	0	0
	Total	152	100
Where the minutes are kept	Deputy H/T	140	92.0
	H/T Office	12	8.0
Total		152	100.0

From Table 48 all the schools (100 percent) reported that the minutes of the staff meetings are available. Concerning where the minutes were kept, a majority of 92 percent indicated that they are kept at the deputy head teachers' office. While the other eight percent kept them at the head teachers' office. However, after staff meetings there is no follow up to ensure the implementation of the deliberations or recommendations. This may lead to stagnation in performance and overall achievement of educational outcomes in the schools.

Table 49: Minutes on Pupils' Performance

		F	%
Minutes on pupils' performance	Yes	122	80.0
	No	30	20.0
Total		152	100.0

According to Table 49 the most common agenda discussed in staff meetings is the performance of the pupils. Most of the schools, (80 percent) discuss performance of pupils, while 20 percent discussed other issues not related to performance. This is an indication that performance is an issue of concern to the teachers therefore it is frequently discussed. A discussion on performance is critical towards improvement on performance that has been registering a decline in Murang'a County. However, action should be taken after the discussion on the way forward, to improve on the performance.

4.20.1: Frequency of staff meetings

Figure 4 reported findings on frequency of staff meetings. According to MOEST staff meeting should be held at the beginning and the end of term; however other meetings can be held in between to address emerging issues.

At the beginning of the term staff meetings are held to set the programme and targets on syllabus coverage and expected learning outcomes for each class. The learning outcomes focus on targets to be achieved per class in relation to performance. Figure four report findings on frequency of staff meetings. The results are tabulated and presented in form of frequency and percentages and the explanations given.

Table 50: Announcement about Meetings

		F	%
Announcement	Yes	13	8.3
	No	139	91.7
Total		152	100.0

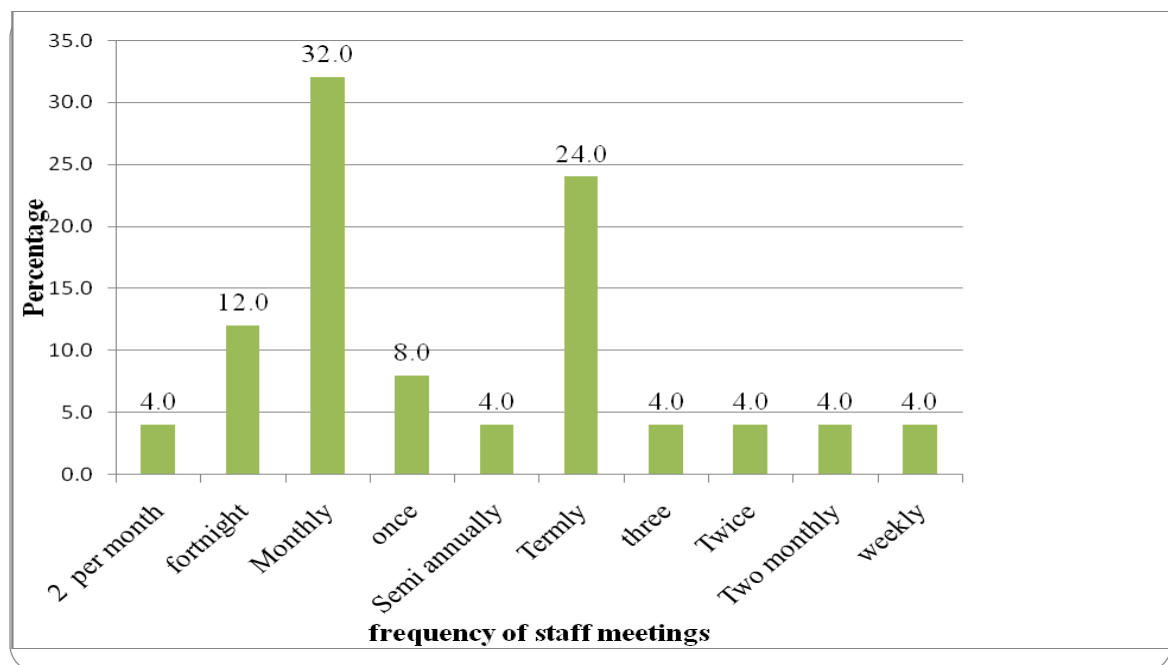


Figure 4: Frequency of Staff Meetings

From the findings in Figure 4 most staff meetings are conducted monthly as indicated by the high percentage of 32.

Some schools hold staff meetings termly as indicated by the percentage of 24. 12 percent of the respondents indicate that staff meetings are held after two weeks. At the end of the term staff meetings are held to revise the schools progress, establish whether targets on syllabus coverage and performance have been achieved. Variance in attainment of set targets is also addressed and a way forward set. It is therefore imperative to hold staff meetings and have an overview of whether the school's set targets on syllabus coverage and academic achievements have been attained this greatly improves on educational outcomes.

Table 51: Updated Staff Meeting Minutes

		F	%
Signing of the minutes	Yes	97	64.0
	No	55	36.0
	Total	152	100.0

Table 50 reported findings on whether staff minutes are updated or not. Minutes are signed by the head teacher or the designated persons. Out of the 152 schools included in this study, 64 percent had their minutes signed while 36 percent of the schools did not update the minutes. This is an indication that the head teacher performs his supervisory role of ensuring that all documents are available and updated.

4.21: Punishment Book

A punishment book is used to keep a record of students on the wrong and type of punishments administered. The punishment could be administered due to absenteeism, indiscipline, unfinished assignments and cleanliness among others.

4.22: Role of Head Teachers' in Building the Capacity of Teachers

For teachers to work effectively and to realize good results, proper training on skills to should not be compromised.

Table 52: Head Teachers' Self-Rating on Building the Capacity of Teachers'

	F	Mean	Std. Dev.
Demonstrating how teachers should use innovative approaches in teaching.	152	2.31	0.595
Guiding teachers to use lesson plan effectively	152	2.59	0.591
Commending teachers who apply effective classroom teaching techniques.	152	4.40	0.501
Work with teachers, and other school personnel to design strategies for academic achievements	152	4.16	0.536
Assisting teachers acquire skills for managing large and congested classes for optimal instruction	152	2.17	0.592
Advise teachers on use of different strategies for managing classes of mixed ability learners	152	2.27	0.552
Help teachers develop warm and friendly relations with pupils.	152	2.58	0.532
Help teachers develop the skills for identifying and coping with pupils with hyperactivity	152	2.24	0.625
Counseling teachers on how to identify disruptive behavior that distract instruction and refer it to schools' counselors.	152	2.20	0.550
Employing appropriate interaction skills to improve self-concept of teachers.	147	2.23	0.598
Counseling teachers to change unethical conducts observed during supervision.	149	2.47	0.655
Providing alternatives to any failed curriculum processes in the achievement of school's objectives.	152	2.27	0.665
Insisting on building high moral standards of academic achievements.	152	2.44	0.565
Demonstrating good knowledge of curriculum process	149	2.53	0.537
Demonstrating expertise knowledge in instructional assessment problems	147	4.07	0.602
Plan and support for teacher in-service courses	152	4.01	0.618
sensitize teachers on changes in the curriculum	147	4.40	0.593
Demonstrating to teachers the skills of planning and utilizing educational technology media	152	2.24	0.597
Directing teachers to use discovery and problem solving method during teaching.	149	2.26	0.579
Help teachers identify sources of test materials.	152	3.52	0.550
Helping teachers improve their communication skills for effective teaching.	152	2.32	0.571
Involve teachers in decision making	149	4.02	0.535
Hold internal sensitization meetings	147	4.94	0.535
Average		2.93	0.580

Table 52 point out a high mean ($M=4.01$ $SD=0.618$) this is an indication that head teachers plan for teachers' in-service courses. The standard deviation shows that the responses slightly varied. This is attributed to the fact that the government has started a programme called '*Tusome*' meaning let us read, and head teachers sponsor teachers especially in lower primary to attend the programme. Curriculum Support Officers indicated that in (*Tusome*) programme some head teachers go out of their way to sponsor ECDE and upper primary teachers to attend the programmes.

They also provide transport, lunch and breakfast. Head teachers also hold briefs on discussion held in relation to curriculum issues. Head teachers strongly agreed on holding of internal sensitization meetings as implied by the high mean ($M=4.94$, $SD=0.535$). The CSO's opined that head teachers' source for facilitators whose subjects perform well from Murang'a County and other neighbouring counties. The head teachers in their role of capacity building teachers facilitate payment of zonal subject panelists.

However Six out of the nine CSOs were of a different opinion: According to them head teachers do not capacity build teachers for fear of competition since they feel that the teachers will be better than them. Head teachers with low academic qualifications hardly sponsor teachers for workshops. The standard deviation indicates that head teachers were fairly in agreement on holding internal sensitization meetings. The head teachers agreed that they hold meetings to sensitize teachers on the curriculum changes ($M=4.40$, $SD=0.593$). The standard deviation of 0.593 shows that head teachers were fairly in agreement that they hold meetings to sensitize teachers on curriculum changes.

This implies that head teachers perform their supervisory role of being a resource person in curriculum issues. The respondents agreed that they play the role of capacity building teachers; however it contradicts responses from teachers who were neutral on the same. Head teachers indicated that they did not provide alternatives to any failed curriculum processes in the achievement of school's objectives ($M=2.27$, $SD=0.665$). The head teachers had a slight variation on their response as indicated by a standard deviation of 0.665 . Head teachers were neutral on having good knowledge of curriculum process ($M=2.53$, $SD=0.537$). The standard deviation shows that head teachers were in a fair agreement on their good knowledge of curriculum process. On demonstrating skills of planning and utilizing educational technology media the head teachers disagreed as evidenced by the mean of ($=2.24$, $SD=0.597$).

The standard deviation shows that there was a fair variation of head teachers' opinions on demonstration of skills and utilization of educational technology .It therefore means that most schools in Murang'a County have not embraced media technology. Head teachers do not assist teachers improve their communication skills for effective teaching as evidenced by the mean of ($M=2.32$, $SD=0.571$).The responses were varied as indicated by the standard deviation of 0.571 . A possible explanation to this is that head teachers are overwhelmed with administrative duties therefore they may not give help to teachers in instructional matters; hence performance is affected. Head teachers were neutral and gave varying response on guiding teachers to effectively use lesson plan as indicated by the mean ($M=2.59$, $SD=0.591$).

The head teachers did not demonstrate how teachers should use innovative approaches in teaching ($M=2.31$, $SD=0.595$). There was variation in responses as indicated by the head teachers' opinion. However, head teachers indicated that they work with teachers and other school personnel to design strategies for academic achievements ($M=4.16$, $SD=0.501$). The standard deviation of 0.501 shows that head teachers gave slightly varied responses. Head teachers agreed, that they involved teachers in decision making ($M=4.02$, $SD=0.535$).

The CSOs indicated that head teachers involve teachers in decision making, for example, in sharing of subjects and academics issues like; holiday tuition, remedial teaching, Saturday coaching and lunch programmes. They also involve them in discipline cases involving students, improving on the school infrastructure and issues of the school uniform in case they need to change. According to the CSOs head teachers who perform well involve teachers. They also delegate duties to the deputy head teachers, senior teachers and other teachers.

The varied responses pointed to a different opinion as stated by the CSO's that head teachers do not involve teachers in decision making this leads to animosity and tension between teachers and head teachers. Animosity result from lack of cooperation between the head teachers and teachers. They dictate and impose on teachers what should be done; therefore the relationship between the head teachers and teachers is not very cordial. When teachers are not involved in decision making it becomes an impediment to academic progress in the county.

They further stated that only 20 percent of the head teachers involve teachers, the other percentage (80 percent) dictate what should be done. Most head teachers disregard teachers' ideas and contributions, they quickly dismiss them. Head teachers commend teachers who apply effective teaching techniques as indicated by the high mean ($M=4.40$, $SD=0.501$), albeit with slight variation in responses as indicated by the standard deviation. The mean ($M=2.17$, $SD=0.592$) indicated that head teachers did not equip teachers with skills for managing large and congested classes for optimal instruction, however the response slightly varied. This possibly explains the poor performance in Murang'a County. Furthermore, head teachers, did not help teachers develop skills for identifying disruptive behavior that distract instruction, the responses were varied ($M=2.20$, $SD=0.550$).

Head teachers do not advise teachers on use of different strategies for managing classes of mixed ability learners ($M=2.27$, $SD=0.552$). The standard deviation indicates a slight disparity on the responses. Lack of skills to manage pupils with mixed abilities disadvantage slow learners, therefore the need for teachers to have capacity on handling different learners. Head teachers were neutral, but with slight variation on helping teachers develop warm and friendly relations with pupils as indicated by the mean ($M=2.58$, $SD=0.532$). The head teachers disagreed, with little variation on employment of appropriate interaction skills in order to improve the self-concept of the teachers ($M=2.23$, $SD=0.598$). The CSOs noted that if your idea is more popular to other teachers the head teacher will quickly bring it down. They also indicated that some head teachers discuss teachers in parents meetings, instead of ironing out problems amicably with the individual teachers.

Another challenge especially in Murang'a South Sub-County is that most teachers prefer this area due to the hardship allowance given by the employer; most of them reside in Nairobi they report to work late and leave early, thereby affecting performance. These responses concurred with teachers perceptions that head teachers do not give guidance on curriculum matters. This is likely to have a negative influence on educational outcomes since the head teachers should be a resource person on curriculum matters. On counseling teachers to change unethical conduct the respondents were neutral, with some variation in their response ($M=2.47$, $SD=0.655$). In addition they do not insist on building of high moral standards for academic achievements ($M=2.44$, $SD=0.565$). A possible explanation to this is that head teachers do not act as role models for their teachers they may therefore shy from exercising the role of building strong moral confidence in teachers.

There could also be the fear of being sidelined by teachers. Who may refer to them as sell outs, in turn this will affect the relationship between the head teachers and teachers. However head teachers should be firm on moral issues so that the learners can also benefit from the high moral integrity depicted by the head teachers and teachers in general. The head teachers indicated that they demonstrate expertise knowledge in instructional assessment ($M=4.07$, $SD=0.602$). The standard deviation indicates a slight variation in their response. This could be attributed to the fact that there are examination panels at the county and sub-county levels that plan, set and administer examinations. In addition to this head teachers agreed, on helping teachers to identify sources of test materials, however the responses were varied ($M=3.52$, $SD=0.550$). The responses imply that head teachers put more emphasis on examinations especially in class eight and ignore other classes.

Hence when emphasis is concentrated in class eight as the examination class, performance may be affected. The foundation of pupils is critical and monitoring should be done early enough to ensure good academic achievements. The head teachers did not direct teachers to use discovery and problem solving method during teaching ($M=2.26, SD=0.579$) the standard deviation indicated slight variation from the responses. They also did not direct teachers on the use of excursions; field trips and projects which are meant to improve teaching and learning ($M=2.21, SD=0.695$). Head teachers did not mentor teachers on how to improve their pedagogical skills ($M=2.29, SD=0.530$) the response were varied.

The results from this variable clearly indicated that head teachers do not emphasis on instructional the pedagogical aspect of mentoring and advising teachers. This is inconsistent with a study by Madden (2005) who reported that head teachers involvement in professional development of teachers is likely to have a significant influence on learning outcomes. This is a pointer to the fact that head teachers do not take an active part in improving teachers' skills which may explain the decline in performance in Murang'a County.

Table 53: Teachers' Responses on Head Teacher Role of Building their Capacity

	F	Mean	Std Dev
Demonstrating how teachers should use innovative approaches in teaching.	1,52	2.31	0.876
Guiding teachers to use lesson plan effectively.	1,668	2.49	0.921
Commending teachers who apply effective classroom teaching techniques.	1,664	4.13	0.562
Work with teachers, and other school personnel to design strategies for academic achievements	1,648	3.50	0.859
Assisting teachers acquire skills for managing large and congested classes for optimal instruction.	1,656	2.32	0.901
Advise teachers on use of different strategies for managing classes of mixed ability learners.	1,635	2.35	0.853
Help teachers develop warm and friendly relations with pupils.	1,664	2.44	0.887
Help teachers develop the skills for identifying and coping with pupils with hyperactivity.	1,676	2.35	0.866
Counseling teachers on how to identify disruptive behavior that distract instruction and refer it to schools' counselors.	1,668	2.26	0.776
Employing appropriate interaction skills to improve self-concept of teachers.	1,648	2.30	0.841
Counseling teachers to change unethical conducts observed during supervision.	1,701	3.02	0.790
Insisting on building high moral standards of academic achievements.	1,693	2.59	0.842
Demonstrating good knowledge of curriculum process.	1,676	2.32	0.815
Demonstrating expertise knowledge in instructional assessment problems.	1,726	4.40	0.026
Plan and support for teacher in-service courses	1,713	3.50	0.903
Sensitize teachers on changes in the curriculum	1,685	4.31	0.804
Demonstrating to teachers the skills of planning and utilizing educational technology media	1,746	2.21	0.889
Directing teachers to use discovery and problem solving method during teaching.	1,697	2.63	1.014
Help teachers identify sources of test materials.	1,701	4.94	0.023
Mentoring teachers to improve their pedagogical skills	1,713	2.56	1.070
Directing teachers on the use of excursions, fieldtrips and projects to improve teaching and learning.	1,693	2.5	0.989
Helping teachers improve their communication skills for effective teaching.	1,730	2.67	1.041
The head teacher holds internal sensitization meetings	1,705	4.53	0.078
The head teacher involve teachers in making decisions concerning teaching/learning	1,738	4.57	0.078
Average		2.23	0.738

As reported on Table 53 teachers were dissatisfied with head teachers performance on demonstrating how teachers should use innovative approaches in teaching ($M=2.31$, $SD=0.876$). A good example is the Circular No.2 that was sent to the counties by MOEST. The circular feature changes in Social Studies subject, after the promulgation of the Kenya Constitution in 2010. Some head teachers availed the circular to their schools others did not and they did not even facilitate teachers for the seminar that highlighted the changes. Another project is the Elimika programme initiated by KICD this is an online programme that integrates e-learning to teaching. Head teachers rarely sponsor teachers; and yet the programme is meant to build the capacity of teachers. However lack of technological devices, for example computers and laptops in schools as an impediment to the online programme (Elimika). Further to this most teachers are not computer literate. Hence participation in this programme is next to impossible especially in rural schools.

Lack of electricity and Internet connectivity in schools hinder teachers from participating in this online course. One CSO from Kangema Sub-county indicated that exercises like training to mark KNEC examination is a personal initiative teachers' pay for themselves. However, some head teachers in Kangema County, Iyego Zone, invite national examiners to facilitate teachers in this area. The CSO's further stated that follow-up after facilitation is a real problem in the Sub-County since most head teachers are reluctant in their role of building the capacity of teachers. The standard deviation shows varied responses. However head teachers recognized teachers who applied effective classroom teaching techniques as implied by the high mean ($M=4.13$, $SD=0.562$).

The standard deviation in this case shows slight variations among the responses. Head teachers work with teachers, and other school personnel to design strategies for academic achievements as indicated by the mean ($M=3.50$, $SD=0.859$). The standard deviation implied that not all head teachers worked with schools stakeholders. This concurs with the responses from the head teachers. It is a pointer to the fact that there is much emphasis on examinations other than skill and knowledge achievement. A possible explanation to this may be that much emphasis is placed in class eight pupils, other classes are therefore ignored.

Monitoring classroom progress should start early enough in order to mentor and give proper guidance to pupils in the areas where they are weak academically. Monitoring of learners academic progress has great impact on the end product hence mentoring, of pupils should start early enough in order to achieve good grades by the end of the eight years. Most Head teachers did not offer advice to teachers on the use of different strategies for managing classes of mixed ability learners ($M=2.35$, $SD=0.853$).

The standard deviation indicated varied responses among the respondents. Most Head teachers did not help teachers to develop warm and friendly relations with pupils as implied by the mean ($M=2.44$, $SD=0.887$) but some did as indicated by a standard deviation of 0.887. Therefore head teachers do not perform their role as resource persons in terms of curriculum delivery. This may have negative implications on performance. Most teachers indicated that head teachers did not help them develop the skills for identifying and coping with pupils with hyperactivity ($M=2.35$, $SD=0.866$).

The standard deviation implied that some of the teachers were of the contrary opinion. The mean ($M=2.26$, $SD=0.776$) indicated that that most head teachers did not offer teachers counseling on how to identify disruptive behavior that distract instruction. This may be a pointer to the fact that head teachers do not give advice and direction on curriculum issues. A possible explanation to this is that they are not capacity build on their role on facilitating curriculum delivery. Most head teachers did not employ appropriate interaction skills to improve self-concept of teachers ($M=2.30$, $SD=0.841$). The responses were however varied. Teachers were neutral about head teachers counseling them to change unethical conducts observed during instruction ($M=3.02$, $SD=0.790$).

The standard deviation indicates slight variations in responses. Most head teachers are interested in funds, a lot of money is coming to schools, donor money, ministry, CDF, and free primary education yet nothing is going on in terms of building the capacity of teachers. Some CSOs indicated that head teachers who were promoted recently perform well but after three or four years, they just get money and spend on projects that are not tangible therefore the teachers feel less motivated. The result of this is that most teachers go to schools as a formality. But a serious head teacher will call teachers and the committee to interrogate the budget and plan workshops. Lack of transparency has created a gap in that teachers are not funded for major workshops. In most cases when there are workshops like ‘*Tusome*’ coercion is used to force head teachers to pay for their teachers. Most teachers were neutral on head teachers role of building high moral standards of academic achievements the response varied widely as shown by the standard deviation ($M=2.59$, $SD=0.842$).

Most teachers disagreed on head teachers' role of demonstrating good knowledge of curriculum process while some agreed as shown by mean and standard deviation ($M=2.32$, $SD=0.815$). Teachers were in agreement that head teachers sensitize them on changes in the curriculum as implied by the high mean of ($M=4.31$, $SD=0.804$). The standard deviation shows wide variation on the responses. The high mean ($m=4.40$, $SD=0.026$) indicate that nearly all head teachers demonstrate expertise knowledge in instructional assessment. There was with slightly variation among the respondents. Further to this they almost uniformly agreed that head teachers help them to identify sources of test materials ($M=4.94$, $SD=0.023$). The mean and standard deviation (3.50 , $SD=0.903$) indicate that head teachers support teachers in-service courses the responses however varied.

This is a pointer that some head teachers practice their supervisory role of building teachers' capacity and facilitating instruction. They further noted that capacity building is done at the Sub-County, however the challenge is, it is not cascaded to other teachers; knowledge does not pass down to other teachers. One CSO indicated that some head teachers in his zone organize teachers in terms of clusters for bench marking in the neighboring Kirinyaga and Nyeri Counties. Curriculum Support Officers lead the team in the benchmarking exercise. One CSO alluded to the fact that capacity building is done to some extent at school level with the assistance of the education office. In such schools performance is good compared to schools where guidance is not given. Most teachers were neutral on head teachers' provision of guidance on effective use of lesson plan.

Teachers disagreed on head teachers supervisory role of directing them on the use of discovery and problem solving method during teaching ($M=2.63$, $SD=1.014$) teachers had varied opinion. Most teachers were neutral on head teachers role of mentoring them to improve their pedagogical skills ($M=2.56$, $SD=1.070$). The standard deviation indicates a wide variation of the responses. They were also neutral on head teachers' role of directing teachers to use excursions, fieldtrips and projects to improve teaching and learning ($M=2.54$, $SD=0.989$) responses were varied. The findings were a pointer that head teachers do not practice the supervisory role of guiding teachers on pedagogical issues. A possible explanation to this is that they deal more with administrative issues other than curriculum issues hence there is need to have a paradigm shift that will change head teachers perceptions of only being administrators.

Teachers were neutral on head teachers role of improving their communication skills for effective teaching ($M=2.67$, $SD=1.041$) the responses were varied. The mean ($M=2.21$, $SD=0.889$) implied that head teachers did not demonstrate to teachers the skills of planning and utilizing educational technology media while the standard deviation shows that some teachers were of the contrary opinion. Therefore media technology has not been embraced in primary schools in Murang'a County. Nearly all teachers agreed that the head teacher hold internal sensitization meetings ($M=4.53$, $SD=0.078$). A possible explanation to this is that most schools do not have computers in Murang'a County; they also do not have internet connectivity and power.

Most schools are located in rural areas and therefore technology is a challenge. However the project by the government on lighting schools and providing laptops may alleviate the situation. It may be a major landmark in technological advancement and subsequent improvement on performance. Teachers were in agreement that head teachers involved them in decision making ($M=4.57$, $SD=0.068$). Teachers disagreed on head teachers role of assisting them to acquire skills for managing large and congested classes for optimal instruction ($M=2.32$, $SD=0.901$).

Blatchford (2003) in his study on managing large classes postulated that head teachers should guide teachers to manage large and congested classes' in order to achieve learning outcomes. However this is not the case in Murang'a County as evidenced by the findings. This could be a possible explanation for the poor performance in Murang'a County where classes are large and teachers may not have skills to manage the classes. They end up concentrating on the good students and ignore the weak students this end up affecting the performance negatively.

4.23: Hypothesis Testing for the Influence of Building the Capacity of Teachers on Academic Achievement

In order to establish the influence of head teacher's role on academic achievement the Null hypothesis was stated as follows; The Head teachers' supervisory role of visible presence has no statistically significant influence on student's academic achievement in Murang'a County. The variable on building the capacity of teachers was computed by summing up items on building the capacity of teachers, the performance for the year 2015 was used.

The coefficient of determination (r^2) was computed and the correlations were tabulated and recorded in Table 54.

Table 54: Relationship between Capacity Building and Academic Achievement

		Performance (Y)	Capacity building (X)
Performance(Y)	Pearson	1	.137(*)
	Correlation		
	Sig. (2-tailed)	.	.006
	N	1705	1705
Capacity building (X)	Pearson	.137(**)	1
	Correlation		
	Sig. (2-tailed)	.005	.
	N	1705	1771

* Correlation is significant at the 0.05 level (2-tailed)

The value of coefficient indicated in Table 54 shows there is a positive relationship, but it is not significant, capacity building(x) and performance(y) at $\alpha=0.06$. The study then attempted to determine the extent to which Capacity building influence academic performance by computing the coefficient of determination (r^2). The extent to which Capacity building influences academic performance is equal to the Square of Pearson Correlation Coefficient, that is, $r^2 = (0.137)^2 = 0.018688$. Building of the teachers' capacity in order to handle different personalities and large numbers of pupils will lead to improved academic achievement (Hoffman, 2009). However in this study the null hypothesis was retained as there were no significant relationship between capacity building of teachers and academic achievements in Murang'a County; $r = 0.137$, $n = 1771$, $p > 0.05$. Hence this therefore means that when the p value is greater than the critical value ($p > 0.05$), as in this case, the null hypothesis is retained.

4.24: Head Teachers' Self-Rating on Classroom Observation

Among other roles performed by the head teacher classroom observation is equally important as it gives feedback to the teachers, on areas to improve. The head teachers' were evaluated on different items on a 5 point Likert scale. The results were summarized using means and standard deviations and reported on Table 55.

Table 55: Head Teachers' Self-Rating on Classroom Observation

	F	Mean	Std dev
The head teacher observes teaching in the classroom	149	2.43	0.067
The Head teacher is a "visible presence" in our building to both staff and learners.	147	4.01	0.230
Classroom observation is done regularly	149	2.00	0.045
When a teacher has problems in his/her classroom, the head teacher takes the initiative to discuss the matter.	149	3.01	0.569
Teachers are given suggestions on how to improve their teaching	149	3.12	0.534
The head teacher holds informal discussions with teachers after classroom observation	149	3.04	0.695
The head teacher monitors instructional time	149	4.50	0.087
Classroom observation help identify training needs of teachers	147	2.28	0.701
Classroom observation gives feedback on how to improve pupils academic achievements	149	3.50	0.654
There are adequate resources in the classroom	149	2.45	0.567
The head teacher ensures that the teacher has all the required documents	149	2.52	0.599
The head teacher ensures that there is cordial relationship between the students and teachers	149	4.14	1.050
Average		3.08	0.483

From the responses on Table 55 the head teachers disagreed on the role of observing classes as shown by the mean, with some variation in the responses ($M=2.43$, $SD=0.797$).

They also indicated that they did not observe classes regularly ($M=2.00$, $SD = 0.045$). A possible explanation to this may be the fact that head teachers do not perceive this role as their responsibility, they therefore relegate it to Education Officers, who are hardly available as they are few compared to the vast Murang'a County. Another possible explanation is that they may not have a tool to rate the teachers as they observe lessons.

There is need therefore as discussed in chapter five, for MOEST to come up with a classroom observation tool. That clearly states what head teachers should observe in classroom teaching. The essence of classroom observation is to enhance delivery while promoting the school performance. They also indicated, with slight variation that they took the initiative to discuss with teachers whenever problems arose in their classroom ($M=3.01$, $SD=0.569$).

The study also found that head teachers held informal discussions with teachers after classroom observation, however the response had some slight variation ($M=3.04$, $SD=0.695$). In an effort to maintain a good working relationship with pupils, head teachers reported, that they ensured that there is cordial relationship between the students and teachers as shown by mean and standard deviation of ($M=4.14$, $SD=0.550$). This is an indication that head teachers cooperate with teachers to discuss pertinent issues that are critical to academic performance. Classroom observation influence academic achievement, since when a head teacher walks around observing classrooms it has a positive influence on the performance. It also compels teachers to prepare schemes of work and lesson plan and all the necessary professional documents for effective teaching.

The teacher also ensures that lesson notes are up to date. Where the head teachers discuss, guide, counsel the teacher and call the CSO to model a lesson, academic achievement is realized. Head teachers strongly agreed that they protected instructional time; this is shown by a mean ($M=4.5$, $SD=0.587$), however the response was varied. Head teachers indicated that classroom observation should give feedback on how to improve pupils academic achievements ($M=3.50$, $SD=0.654$) as opposed to identification of training needs of teachers ($M=2.28$, $SD=0.701$). However, it also depends with the head teachers' attitude and his relationship with teachers. The relationship between the head teacher and teachers should be cordial. Strained relationship with teachers may not improve on classroom outcomes. The head teacher should also inform the teachers before visiting the classrooms. If he is out to look for mistakes it may not improve the individual teacher and his ultimate performance.

Therefore, the head teacher should offer support, share what was positive in the lesson and what needs to be improved. If they observed lessons it will have a positive impact. Classroom observation by head teachers is very important as they support and induct newly employed teachers who are getting employed when they are very old. There are cases whereby some teachers are employed at the age of 40 years, at that age they will have forgotten things learnt in college on curriculum delivery. Classroom observation therefore improves class performance since the head teacher will correct and advice teachers thereby improving performance. However, the responses to both aspects had slight variations. They further agreed that they were a "visible presence" in their building to both staff and learners as shown by mean and standard deviation of ($M=4.01$, $SD=0.330$).

This may be a pointer to the fact that head teachers are a visible presence in the school and they monitor attendance of teachers to classes and ensure that learning takes place. This concurs with a study by Reitzug's (2006) who pointed out that head teachers interactions with teachers and learners improved student performance.

Table 56: Teachers' Responses on Head Teacher Role of Classroom Observation

	F	Mean	Std. Dev
The head teacher observes teaching in the classroom	1,631	2.36	0.952
The Head teacher is a "visible presence" in our building to both staff and learners.	1,730	3.45	0.931
Classroom observation is done regularly	1,672	2.30	0.872
When a teacher has problems in his/her classroom, the head teacher takes the initiative to discuss the matter.	1,742	2.43	0.875
Teachers are given suggestions on how to improve their teaching	1,709	2.70	0.993
The head teacher holds informal discussions with teachers after classroom observation	1,697	4.05	0.440
The head teacher monitors instructional time	1,693	3.50	0.986
Classroom observation help identify training needs of teachers	1,738	2.64	1.008
Classroom observation gives feedback on how to improve pupils academic achievements	1,726	3.60	0.999
There are adequate resources in the classroom	1,709	2.55	1.029
The head teacher ensures that the teacher has all the required documents	1,738	2.69	1.017
The head teacher ensures that there is cordial relationship between the students and teachers	1,734	3.60	0.979
Average		2.30	0.923

In Table 56 teachers were asked to rate the head teachers performance on classroom observation. The teachers did not agree that head teachers observe teaching in the classroom as implied by the mean and standard deviation ($M=2.36$, $SD=0.952$). Nine Curriculum Support Officers reported that rarely do head teachers observe lessons a good example is the ‘*Tusome*’ programme. Head teachers have a manual yet; they do not supervise learner’s progress in this programme. They even have an assessment tool, if asked about the progress of the programme; they say that they have not met with the class one and two teachers.

The teachers agreed that head teachers were a “visible presence” in the building to both staff and learners ($M=3.45$, $SD=0.931$). Teachers disagreed on the item that classroom observation is done regularly ($M=2.30$, $SD=0.872$). The school performance is associated with the head teacher. Good performance is credited to the Head teachers. Classroom observation also compliments the work of the CSO, head teachers can observe classes every day, unlike the CSOs who are available once per month. Head teachers who observe classes register excellent academic achievement.

However, Curriculum support officers cited some challenges facing head teachers in their endeavor to observe lessons which are; they have more lessons since some head teachers have over 35 lessons administrative issues are also a hindrance. This is a clear indication that they do not even follow what goes on in the classrooms. The other impediment to classroom observation is lack of commitment and also understaffing in some sub counties where a head teacher has 36 lessons and yet has other administrative duties.

They also do not have a tool or proper guidelines on what to observe. Head teachers felt that they are not empowered enough, more so teachers may not take classroom observation positively since they term it as harassment. They also did not agree that the head teacher takes initiative to discuss problems the teacher experiences in class ($M=2.43$, $SD=0.875$). This may be a possible explanation to the below average performance in Murang'a County. When the head teacher does not perform his role of classroom observation teachers may not get feedback on where to improve in teaching and learning this in turn affect performance. Teachers were neutral concerning the head teacher taking the initiative to discuss with them whenever there are problems in their classrooms. They were also neutral, and showed varied responses on the head teacher's role of giving suggestions on how to improve teaching ($M=2.70$, $SD=0.9930$).

Teachers were in agreement that head teachers hold informal discussions with teachers after observation and monitoring instructional time, but with slight variation ($M=4.05$, 0.440). Teachers agreed unanimously that the head teacher protects instructional time ($M=3.50$, $SD=0.986$). The teachers were neutral on the importance of classroom observation; that it helps the head teachers identify the teachers training needs ($M=2.64$, $SD=0.993$). Head teachers need rapport from teachers they also feel they are not qualified. Classroom observation has not been embraced it is left to education officers. In cases where teachers are better performers than head teachers they may not have the moral authority to carry out the observation. A very small percent observe classes, they do not check who is absent or present. Head teachers place more emphasis on administrative roles than in curriculum delivery.

Head teachers who always ask for transfers on the basis that teachers under them do not perform, do not supervise lessons, neither do they assess teaching and learning. Teachers agreed in that classroom observation gives feedback on how to improve pupils' academic achievements ($M=3.60$, $SD=0.999$). The responses from teachers indicate that they were neutral about the importance of classroom observation. This implies that there is need for head teachers to discuss with teachers before they conduct classroom observation. More so it should be done as a way of supporting teachers' instructional practices, giving feedback and support to teachers and not intimidating and harassing them. Teachers were neutral on adequacy of resources in the classes ($M=2.55$, $SD=1.0290$), though the responses varied widely. They were also neutral regarding the head teacher ensuring that they had all the required documents ($M=2.69$, $SD=1.017$).

Teachers indicated that head teachers ensured cordial relationship between them and the pupils ($M=3.60$, $SD=0.979$). Cordial relationship between teachers and students is very important as it ensures a friendly learning environment. On the item of ensuring that teachers have all documents, the responses indicate that documents like schemes of work, syllabuses and lesson plans are not supervised by head teachers. These findings are not consistent with a study by Hoffman (2009) who opined that teachers should have all professional documents to enhance student achievement. This may be a possible reason why performance is poor because without the documents no teaching would take place. All the documents are very critical in ensuring that the required content is taught and there is logical flow in lesson presentation and delivery. The responses are similar from the feedback got from document analysis.

The researcher found out that the teachers do not have the three documents which are critical for effective learning and even those schools where they were found they were not updated.

4.25: Hypothesis testing for the influence of Head Teachers' Role of Classroom Observation on Academic Achievement

In order to establish the influence of head teachers' role of classroom observation on academic achievement, the null hypothesis was stated as follows; the head teachers' supervisory role of visible presence has no statistically significant influence on student's academic achievement in Murang'a County.

The coefficient of determination (r^2) was computed by summing up items under classroom observation while the performance for the year 2015 was used. The extent to which Classroom observation influences academic performance is equal to the Square of Pearson Correlation Coefficient, that is, $r^2 = (0.211)^2 = 0.044513$. The correlations were tabulated in table 57.

Table 57: Relationship between Head Teachers' Role of Classroom Observation and Academic Achievement

		Performance (Y)	Class Observation (X)
Performance(Y)	Pearson Correlation	1	.211(*)
	Sig. (2-tailed)	.	.000
	N	1705	1705
Class observation(X)	Pearson Correlation	.211(**)	1
	Sig. (2-tailed)	.000	.
	N	1705	1771

* Correlation is significant at the 0.05 level (2-tailed)

Results obtained on Table 57 indicate that Classroom observation affects performance of schools by 4.5 percent in primary schools in Murang'a County.

The value of coefficient indicated in the table 4.33 shows there is a significant positive relationship between Classroom observation(x) and performance(y) at $\alpha=0.05$. This is a clear indication that classroom observation will lead to improved academic achievements. In this case the null hypothesis was rejected and the alternative accepted $r= 0.211$, $n=1771$, $p < 0.005$. The researcher established that head teachers rarely observe classes this is an impediment to academic improvement. The $p < 0.05$ value was less than the calculated value, hence the null hypothesis was rejected and the alternative accepted

Andrews and Soder (2009) emphasized on the importance of the head teacher being visible in order to have informal conversations, model behavior, and advance the school's vision and mission. Nawab (2011) further opined that head teachers do not necessarily need detailed curriculum content knowledge, nor do they need to be expert teachers themselves, but they do need to be able to recognize good teaching and what it means to effectively implement different teaching strategies in different learning contexts. There is therefore need to observe classes and discuss with teachers on areas to improve in curriculum delivery and educational outcomes.

4.26: Head Teachers' Role of Monitoring Classroom Progress

Monitoring classroom progress by head teacher is one of the determinants of overall school performance. The study assessed head teacher's role of monitoring classroom progress in an attempt to identify its influence on performance of primary schools in Murang'a County. Head teachers were rated on a 5- point Likert scale and results presented using means and standard deviation as shown in Table 4.21

Table 58: Head Teachers Self-Rating on Monitoring Classroom Progress

	F	Mean	Std. Dev.
Records on students' performance are available	147	3.50	0.481
Progress Report cards are issued termly	147	4.12	0.756
Feedback on students' performance help to improve on their academic achievements	147	3.60	0.538
Decisions on staff development are made based on students' progress	144	2.16	0.781
Class attendance register is available and updated daily	147	3.01	0.499
The head teachers discuss students' progress with teachers	147	2.63	0.522
Remedial teaching is done to assist students who are weak academically	147	3.56	0.569
Record on students' abilities in co-curricular activities is available	147	2.23	0.780
Students are assisted to build their talents based on their performance in co-curricular activities	147	2.33	0.664
Students with improved performance are recognized	147	2.56	0.535
Average		2.47	0.613

Table 58 reported head teachers' responses on various items on the variable of monitoring classroom progress. From the responses head teachers were in agreement on availability of the pupil's performance records (M=3.50, SD= 0.481). On issuing of report cards on termly basis, head teachers indicated that progress report cards were issued every term, but the responses were varied (M=4.12, SD=0.756).

Head teachers were also in agreement that feedback on students' performance helped to improve on their academic achievements as shown by mean ($M=3.60$, $SD= 0.538$). Head teachers who follow learner's progress register an upward trend as compared to those who do not monitor. The challenge in monitoring classroom progress is that head teachers are overloaded with subjects. Therefore, they should involve class teachers and senior teachers in order to lay a good foundation for the learners.

The standard deviation indicates some variation in the responses. This clearly shows that head teacher play their role of keeping records on performance, however subsequent responses indicated that the records are not used as feedback on improving the pupils academic achievements. Head teachers reported that the decisions on staff development were not made based on students' progress ($M=2.16$, $SD=0.781$). On availability of updated class attendance registers, the study found that head teachers' were uncertain about availability of class attendance registers and if they were updated as shown by mean ($M=3.01$, $SD= 0.499$).

The standard deviation indicates slight variation in responses. The study recorded a mean ($M=2.63$, $SD= 0.522$) on discussion of class progress between head teachers and class teacher. This mean indicates that discussion on class progress between head teachers and class teacher was not common in most institutions hence this is an impediment to academic achievements. The findings indicated that remedial teaching was provided to weak pupils as shown by mean ($M=3.56$, $SD=0.569$).

Curriculum Support Officers alluded to the fact that head teachers' role of monitoring classroom progress is very important. It should be introduced from ECDE level so that any decline in performance is addressed early enough. Mitigation should be done by involving parents, but the challenge is that most parents do not come to school when called upon. It is very important to discuss the academic progress of pupils since it sheds light on areas of weakness and the remedial action to be undertaken to improve on the performance. The Head teachers' responses to these two roles were slightly varied as implied by the standard deviations of 0.569. The study found that schools failed to recognize pupils with improved performance as shown by a mean ($M=2.56$, $SD=0.535$). The continuous assessment record is maintained by the subject teacher, who should commend the pupils. The Standard deviation indicates mild variation in the head teachers' responses.

The CSO's concurred with these findings by stating that schools rarely award improved performance they only award position one, two and three. Even when the positions one, two and three register a decline in marks they are still awarded. Pupils who have slightly improved in performance are not recognized hence they are demoralized. On availability of record on students' abilities in co-curricular activities, head teachers reported, with some variation that these records were not available ($M=2.23$, $SD=0.780$). The results of this study also indicated that students were not assisted to build their talents based on their performance in co-curricular activities as shown by mean and standard deviation ($M=2.33$, $SD=0.664$). This may be a pointer to the head teachers' abdication of their supervisory role of monitoring progress. Unless student progress is monitored their talents may not be realized or even developed.

Brossard and Harrigan (2011) discussed the positive impact on students' performance when consistent monitoring of students' skill was part of the staff's routine in evaluating instructional methods. Schools where head teachers monitored classroom progress performed better compared to those who did not monitor classroom progress. When learners' progress is not monitored it affects performance in co-curricular activities. Yet co-curricular activities are vital in developing an all-round person who is not just brilliant academically.

Table 59: Teaches' Response on Monitoring Classroom Progress

	F	Mean	Std Dev
Records on students' performance are available	1,730	4.01	0.457
Progress Report cards are issued per term	1,718	3.75	0.684
Feedback on students' performance help to improve on their academic achievements	1,681	3.50	0.970
Decisions on staff development are made based on students' progress	1,689	2.63	1.022
Class attendance register is available and updated daily	1,726	3.50	0.759
The head teachers discuss students' progress with teachers	1,705	2.87	1.052
Remedial teaching is done to assist students who are weak academically	1,722	4.01	0.436
Record on students' abilities in co-curricular activities is available	1,676	2.64	1.056
Students are assisted to build their talents based on their performance in co-curricular activities	1,713	2.64	1.047
Students with improved performance are recognized	1,672	2.85	1.054
Average		2.43	0.854

As presented in Table 59 teachers were asked to rate the head teachers' on the role of monitoring classroom progress. The study found that records on students' performance were available in most schools as indicated by a mean ($M=4.01$, $SD=0.357$). On issuing progress report cards the study found that they were issued every term as implied by the mean and standard deviation ($M=3.75$, $SD=0.684$). Teachers' expressed agreement, with some disparity that feedback on students' performance helped to improve on their academic achievements as shown by mean ($M=3.50$, $SD=0.670$).

However once report cards are issued, teachers and parents do not do a follow up on how to assist students who are weak. Neither do they discuss the progress of the pupils with the head teacher in order to assist the learners or give remedial teaching. A possible explanation to this is that students who have improved are never recognized or rewarded, hence performance in the county has been declining. Teachers expressed uncertainty on whether head teachers' decisions on staff development were made based on students' progress as shown by mean ($M=2.63$, $SD=1.022$); the standard deviation show a wide variance on teachers' responses.

The study found that class attendance registers were available and updated daily as shown by mean ($M=3.50$, $SD=1.059$). The study also found that head teachers do not engage teachers to discuss students' progress as shown by mean ($M=2.87$, $SD=1.052$). In case learners have dropped in performance the head teacher should find out why they are dropping in performance. He should have a progressive record in form of a chart displayed in the classroom and follow up on individual student performance.

The class teacher should also be concerned with the performance of the class by checking on the mean grade of his/her class. According to the CSOs progress charts are rarely displayed in schools. Most schools buy commercial tests instead of administering continuous assessment test after every topic. It, therefore, becomes hard to realize the objectives in that particular topic. The standard deviations show variability in the responses. This may be a possible explanation as to why performance in Murang'a County has been declining instead of improving.

On provision of remedial teaching to the weak pupils, teachers agreed, that weak pupils were provided with remedial classes to assist them improve on the academic as shown by mean and standard deviation of (M=4.01, SD=0.336). The study established that recognition of pupils who have improved performance was neutral, although the response were varied (M=2.85, SD=1.054). Head teachers are also not keen on rewarding the most improved they only reward position 1, 2 and 3. Even if position one dropped in terms of mean grade, they are still rewarded.

More emphasis is placed on end term examination but the continuous assessment test is ignored. The CSOs stated that head teachers rarely monitor the lower classes. They further stated that most head teachers focus on Standard Eight, they consider the class as the face of the school. They disregard progress in other classes and are mostly concerned with the position of learners other than the marks. Co-curriculum activities are very crucial for child development. The study evaluated school involvement on co-curriculum activities.

The study found that teachers were neutral on availability of record on students' abilities in co-curricular activities as implied by the mean ($M=2.64$, $SD=1.056$). The standard deviation indicates a wide variation in the responses. Consequently, teachers reported that efforts to assist pupils to build their talents based on their performance in co-curricular activities was average as shown by ($M=2.64$, $SD=1.047$). The standard deviations in imply varied responses on co-curriculum activities. This is an indication that schools overemphasis on knowledge achievement and ignore the talents and abilities outside the classroom. This is an impediment to physical growth and well-being of learners which should go hand in hand with academic progress. This is consistent with a study carried out by Ara & Rakhs (2008) who opined that; co-curricular activities compliment academic activities in attainment of educational goals.

4.27: Hypothesis testing for the Influence of Head Teacher's Role of Monitoring Classroom Progress on Academic Achievements

In order to establish the extent to which monitoring classroom progress influence academic achievement, the null hypothesis was stated as follows; the head teacher's supervisory role of monitoring classroom progress has no statistically significant influence on academic achievements in Murang'a County. The variable was computed by summing up items under monitoring classroom progress. The performance of the pupils was used. The coefficient of determination (r^2) was computed and the correlations were tabulated, recorded and discussed in Table 60.

Table 60: Relationship between Head Teachers Role of Monitoring Classroom Progress and Academic Achievement

		Performance (Y)	Monitoring class progress(X)
Performance(Y)	Pearson Correlation(r)	1	.306(*)
	Sig. (2-tailed)	.	.000
	N	1705	1582
Monitoring Class Progress (X)	Pearson Correlation(r)	.306(*)	1
	Sig. (2-tailed)	.000	.
	N	1582	1623

* Correlation is significant at the 0.05 level (2-tailed).

The value of coefficient indicated in Table 60 shows there is a significant correlation between monitoring of class progress(x) and performance(y) at $\alpha=0.05$. The study then attempted to determine the extent to which monitoring of class progress influence academic performance by computing the coefficient of determination (r^2). The extent to which monitoring of class progress influences academic performance is equal to the Square of Pearson correlation coefficient, that is, $r^2 = (0.306)^2 = 0.093385$. Results obtained indicate that monitoring of class progress affects performance of schools by 9.3% in primary schools in Murang'a County.

There is therefore a significant relationship between monitoring classroom progress and academic achievements $r=0.306$, $n=1623$, $p < 0.05$. The $p < 0.05$ value was less than the calculated value, hence the null hypothesis was rejected and the alternative accepted. Therefore the null hypothesis was rejected in favour of the alternative. The implications are that monitoring learner progress from lower primary will automatically influence their overall performance in Standard Eight.

It is therefore important to monitor learners' progress and give remedial teaching where necessary in order to improve on their academic achievements. Epstein (2009) supported this by stating that monitoring classroom progress ensures a consistent and continuous school-wide focus on pupils' achievement. It is therefore imperative to use data and benchmarks to monitor progress in every child's learning.

4.28: Chapter Summary

This chapter presented the analysis of findings, their interpretations and discussions. The respondents' demographic information, on gender, age, duration of service before becoming head teachers and classes taught by head teachers was provided which comprised of their background information. The respondents were head teachers, teachers and Curriculum Support Officers. Findings from document analysis were also tabulated. Graphs and tables were used to present the results. The results showed that head teachers write the mission and vision of the school only as a formality but it does not give directions to teachers, pupils and other stakeholders on academic achievement.

In addition some head teachers practice the role of capacity building teachers while others do not. Those who facilitate capacity building of teachers perform better than those who do not. The results also established that most schools have inadequate resources yet resources are critical for academic achievement. Similarly head teachers do not observe lessons neither do they supervise lesson plans and schemes of work this has negative implications on academic achievement. Further to this head teachers do not monitor classroom progress especially in lower classes they only concentrate in class eight hence this is an impediment to academic achievements in Murang'a County.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings according to the objectives of the study. It provides the summary, conclusions, recommendations and further areas for research. The study sought to find out head teachers' supervisory role and its influence on academic achievement in public primary schools. The sample for this study involved 152 head teachers, 1,771 teachers and nine Curriculum Support Officers. Document analysis was done in the 152 schools. The study was conducted in eight Sub-Counties in Murang'a County.

5.2 Summary

The study found that, most of head teachers 94 (62 percent) had not attended Programmes on headship. Thirty eight percent however had attended the in-service course on headship. The implications are that most head teachers spend more time on administrative work rather than curriculum implementation. The findings on performance in curricular and co-curricular activities were reported from the year 2012 to 2015. Head teachers attributed this poor performance to lack of motivation at 29.4 percent, lack of enough text books accounted for 20.8 percent and failure to cover the syllabus on time accounted 22.5 percent. The study also examined pupils' participation in extra-curricular activities. The study found out that, most of the schools in Murang'a County participate in ball games 115(23.9 percent), athletics 111 (23.0 percent), 4K Club had a percentage of 18percent.

The law club had the least participation at 15.8 percent as shown; a possible explanation of this is lack of resources and man power in the areas that had the least percentage. On head teachers supervisory role of setting a clear vision and goals the study found that all the stakeholder are not involved in coming up with the school motto, it therefore does not guide teaching and learning mean was 4.23. All the items in this variable scored a high mean except supervision of lesson plans and schemes of work that scored a low mean of 1.53 this indicated that head teachers do not supervise schemes of work and lesson plans.

This could be the reason why performance in Murang'a County is below average, when head teachers do not supervise lesson plans and schemes of work it creates a gap in teaching and learning. In addition to this if schemes of work are not updated teachers may not plan the lessons hence delivery is affected and in effect educational outcomes may not be realized. Teachers added a voice to this by stating that, the school mission, vision and motto is just a formality but not interlinked with the school academic achievements.

Further to this CSO's concurred with the teachers finding that, all the stakeholder are not involved in coming up with the school motto, it therefore does not guide teaching and learning. On the objective of building the capacity of teachers the study found head teachers' build teachers capacities by facilitating them to attend workshops. This is attributed to the fact that the government has started a programme called '*tusome*' meaning (let us read), and head teachers sponsor teachers especially in lower primary to attend the programme. They provide transport; lunch and breakfast to the facilitation center.

On the question of resource provision, teachers and head teachers were in agreement that resources are inadequate in Murang'a County as indicated by the mean of 2.31. Curriculum support officers echoed the same sentiments; that schools have inadequate resources. The situation in the ground is that four pupil's share one book. Lack of integrity among head teachers who purport to have purchased books but provide fake documents to auditors is a major challenge. It is aggravated by lack of secure storage facilities and theft. The CSO's indicated that schools have committees for ordering instructional materials, but head teachers rarely consult them when purchasing books.

Further to this distribution of books is biased to class eight hence lower classes are ignored. Head teachers bought books when the free primary education was instituted in 2003, but that is no longer the case. Replacement of the books is another issue; stolen books are hardly replaced, and there's no clear policy to this effect. More so textbooks are worn out quickly and maintenance of the books by the learners is poor, they cover books with newspaper instead of polythene.

Another challenge cited is that there is no specific course book in primary schools so head teachers keep on buying different books. The result of this is overspending and wastage since they don't even confirm whether the content is appropriate or not. Both teachers and head teacher agreed that they purchase textbooks approved by KICD the mean was 3.56 and 4.1 respectively. However revision books and charts are not approved by KICD. This may have far reaching effects because if the books are not vetted by curriculum experts they may have factual errors thereby compromising educational standards.

The CSO's noted that resources like, manila papers, pens, swings, balls and charts, are not available at all. E- Content in math's and sciences the (*Tafakari*) is not found in 80 percent of the schools. Story books are rarely bought; only one boarding school in Iyego zone, Kangema Sub-County provides extra materials. The CSO's were in agreement that special needs schools have adequate resources and facilities, for example Braille, Kenya Sign Language (KSL) textbooks and wheelchairs. The special schools however do not have enough teachers.

The CSOs' noted that the government has been providing funds to purchase textbooks, however the funds are inadequate and more so parents do not supplement the materials. In addition the prices of books has been going up as cited by CSO's, the tax man has been increasing the prices of books. Head teachers agreed on not encouraging teachers to develop and use locally available materials the mean was 2.47. Further to this teachers also indicated that head teachers did not encourage them to develop and use locally available materials the mean was 2.35 points.

Hence the shortage of resources in schools could be attributed to the fact that head teachers do not encourage teachers to use locally available materials. Neither do they encourage teachers and pupils to participate in the improvisation of teaching aids as implied by the mean of 2.22. Findings on classroom observation as a supervisory role by head teachers, indicated that classes are not observed as shown by the means; 2.43 and 2.36. Curriculum Support officers concurred by giving an example with *Tusome* (let us read) programme.

Head teachers have a manual yet; they do not supervise learner's progress in this programme. They even have an assessment tool, if asked about the progress of the programme; they say that they have not met with the class one and two teachers. On the question of classroom observation the study found out that head teachers do not observe classroom teaching and learning. From the findings head teachers teach up to 36 lessons and also handle administrative duties this makes it impossible to observe classes.

Head teachers are not empowered enough, more so teachers may not take classroom observation positively. In cases where teachers are better performers than head teachers they may not have the moral authority to carry out the observation. Head teachers therefore need rapport from teachers to be able observe classes effectively. The CSO's noted that Classroom observation has not been embraced by the head teachers it is left to education officers. Head teachers alluded to the fact that class observation gives feedback on how to improve pupils' academic achievements.

It also compels teachers to prepare schemes of work and lesson plan and all the necessary professional documents for effective teaching. The teacher also ensures that lesson notes are up to date. The study found the head teachers do not monitor classroom progress. The mean scores of this particular dimension were a bit lower, suggesting that head teachers do not have direct interaction on regular basis with learners as the teachers. These responses confirm the findings by a number of researchers on the influence of leaders on student achievement (Leithwood *et al.*, 2006; Zepeda, 2004; Waters *et al.*, 2003; Andrews & Soder, 1987). On issuing of report cards on termly basis, head teachers agreed that progress report cards were issued every term the mean was 4.12.

Teachers added a voice to this by indicating that progress cards were issued every term the mean was 3.75 points. Curriculum Support Officers further stated that continuous assessment records should be maintained by the subject teacher, and he/she should commend the pupils. Head teachers were in agreement that feedback on students' performance helped to improve their academic achievements as shown by mean 3.60. Teachers also indicated that progress records are important to the pupils, teachers and parents as it gives feedback on learners' progress.

The challenge is that most parents do not come to school when called upon to monitor the progress of their children. Curriculum Support Officers alluded to the fact that head teachers' role of monitoring classroom progress is very important. It should be introduced from lower primary so that any decline in performance is addressed early enough, mitigation should be done by involving parents. According to the CSOs' progress charts are rarely displayed in schools.

Head teachers and teachers indicated that the decisions on staff development were not based on students' progress the mean was 2.16, on availability of updated Class attendance registers, head teachers and teacher agreed that Class attendance registers were available and up to date as implied by mean 3.50. The study found that schools failed to recognize pupils with improved performance as shown by a mean of 2.06 and 2.32 points, a factor likely to demoralize pupils hence discourage healthy competition.

In most schools they reward position one, two and three without considering whether they have dropped in marks or mean grade, but a student who has improved from last position to average performance is never recognized. The CSO's added a voice to this by stating that schools disregard progress in other classes and focus on Standard Eight, since they consider the class as the face of the school and are mostly concerned with the position of learners other than the marks. On availability of record on students' abilities in co-curricular activities, head teachers indicated that they were not available as implied by a mean of 2.23 points, however teachers were neutral on availability of records on students' abilities in co-curricular activities the mean was 2.64 points.

Consequently, teachers were neutral about assisting pupils to build their talents based on performance in co-curricular as indicated by the mean 2.64 points. This is an indication that teachers do not assist learners to discover and develop their talents. Head teachers who follow learner's progress register an upward trend as compared to those who do not monitor. The challenge in monitoring classroom progress is that head teachers are overloaded with subjects. Therefore they should involve class teachers and senior teachers in order to lay a good foundation for the learners.

5.3 Conclusions of the Study

Several conclusions were drawn from the study. The first research objective was to establish how head teachers' supervisory role of setting a clear vision and goals for the school influence academic achievement in Murang'a County.

Based on the findings it was concluded that head teachers write the mission and vision of the school as a formality however they do not interlink it with academic practice in the school. It is only a requirement by MOEST but it does not give directions to teachers, pupils and other stakeholder, therefore it does not influence academic achievements in Murang'a County. The second objective was to investigate the extent to which the head teacher's supervisory role of capacity building teachers influences academic achievements in Murang'a County.

Based on the findings the respondents were neutral about this variable, this indicated that they did not agree neither did they disagree. It therefore means that some head teachers practice the role of capacity building teachers while others do not. Those who do it the performance in their schools is good but those who do not performance in their schools is poor. The third objective was to establish the extent to which the head teachers' supervisory role of resource provision, influence academic achievements in Murang'a County.

The conclusion is that in most schools resources like textbooks, charts, e-content (*Tafakari*) are not adequate these resources are key in academic achievement therefore performance in this county is declining due to lack of adequate resources. The fourth objective was to find out how the head teachers' supervisory role of visible presence, influence academic achievement in Murang'a County. From the findings the head teachers did not observe lessons neither did they supervise lesson plans and schemes of work. This had a significant impact on academic achievement.

Classroom observation informs head teachers on what is going on with learning after which the head teacher can advise teachers but this rarely happens hence performance in this county is poor. The fifth objective was to establish the extent to which the head teachers' supervisory role of monitoring classroom progress influence academic achievement in Murang'a County. From the findings head teachers did not monitor classroom progress especially in lower classes, they only concentrate in Standard Eight. This, therefore, hinders laying a solid foundation for the learners and it affects their performance a great deal.

5.4 Recommendations of the Study

Based on the objectives of the study, several recommendations for policy makers, head teachers, curriculum developers, in-service programmes providers and researchers are documented below.

- i) The first objective was to investigate the extent to which the head teacher's supervisory role of building the capacity of teachers influence academic achievements in Murang'a County the recommendation; head teachers' capacity in supervisory leadership needs to be built. KICD should mount online and face to face orientation programs for head teachers on supervisory role and curriculum implementation. Head teachers should also take capacity building seriously. New teachers in the school should be introduced and integrated into the work through induction courses prepared by curriculum support officers and supported by the head teachers.

- ii) The second objective was to establish the extent to which head teachers' supervisory role of setting a clear vision mission and motto influence academic achievement in Murang'a County, recommendation for this objective; at the school level, head teachers should work with teachers and identify weaknesses relating to school motto, vision and goal setting since goal setting is not enough, all stakeholders should be involved. It should also be communicated to all people in the school since goals provide a sense of purpose and priority in an environment where a multitude of tasks can seem equally important and overwhelming
- iii) The third objective was to establish the extent to which the head teachers' supervisory role of monitoring classroom progress influence academic achievements in Murang'a County, the recommendation for this objective; monitoring classroom progress should be done from standard one it should not be concentrated in class eight since it gives the teachers and learners a lot of unnecessary pressure, yet if it is implemented from early years of schooling, performance would be better. Parents should also be involved so that they support learners to improve on their performance.
- iv) The fourth objective was to establish the extent to which the head teachers supervisory role of resource provision influence academic achievements in Murang'a County, the recommendation; the Ministry of Education should come up with a policy on purchase and replacement of instructional materials. Since most schools are broken into, the materials are stolen but there is no clear policy on who should replace them. The Government should also allocate more funds to buy instructional materials since the head teachers cited insufficient funds as a major challenge to attaining the ration of 1 to 1 textbook.

- v) The fifth objective was to find out how the head teachers' supervisory role of classroom observation influence academic achievement in Murang'a County, the recommendation; the Ministry of Education in conjunction with Kenya Institute of Curriculum Development should come up with tool on classroom observation that clearly stipulates and defines what the head teacher should observe in the class since this will improve on curriculum delivery and academic achievement.

5.5 Suggestions for Further Research

This study was carried out to establish head teachers supervisory role and its influence on academic achievements. The following areas of concern may be considered for further research as they fall outside the scope of this study

- i) A study on challenges facing head teachers in practicing supervisory role of teaching and learning in schools.
- ii) A study on resource provision and its implications on learning outcomes in Murang'a County.
- iii) A study on training needs of newly appointed head teachers in Murang'a County.
- iv) A study on the role of Curriculum Support Officers in curriculum implementation in Murang'a County.

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Appendix I: Letter of Introduction to the Respondent

Maasai Mara University,
School of Education,
Department of Curriculum Instruction and Education Management,
P. O. Box 861,

NAROK.

To _____,
_____ Primary School,
P.O. Box _____,

MURANG'A.

Dear Respondents,

I am a postgraduate student at Maasai Mara University. I'm carrying out a study on, Head teachers' Supervisory role Influence on Pupils Academic Achievements in Kenya Certificate of Primary Education: Murang'a County. This is in partial fulfillment of the requirements of the course.

I kindly request you to fill in the questionnaire attached to the best of your knowledge. The information provided will be treated strictly as confidential and it will only be used for the intended purpose, of this study. You are therefore requested not to write your name.

Yours Faithfully,

Ruth Ngina Stanley.

Appendix II: Questionnaire for Head Teachers

Instructions: These questions are meant for academic purposes only. They are not used for any other purpose. The information will be held in confidence. Please answer the questions as honestly as possible. Kindly do not leave any question unanswered.

Part One: Demographic Factors of the Head Teachers

Please Tick in the Appropriate Box as it applies to you

1. What is your gender?

a) Male

b) Female

2. How long have you been a head teacher?

a) 0-5 years

b) 6-10 years

c) 11 and above

3. What classes (if any) do you teach?

Class

Subject

4. (a) Have you attended in service programmes on instructional leadership?

Yes

No

(b) Who financed the programme?

KEMI

TSC

MOEST

KICD

Academic Achievement in your School

5. (a) What has been your school mean grade for the last four years

- a) 100- 249
- b) 250 -259
- c) 300-359
- d) 400-500

(b) Depending on your answer in question 11(a) above what are the causes of that performance

- a) Lack of motivation by teachers
- b) Lack of enough text books
- c) Poor supervision of instruction
- d) Failure to cover syllabus on time
- e) Lack of clear goals

6. (a) Which of the following activities does your school participate in?

- a) Music and drama
- b) Ball games
- c) Athletics
- d) 4K Club
- e) Law club

(b) Of the activities above which one have you participated at national level

Part Two: Instructional Leadership Role of Setting clear Vision and Goals

Please complete the table below by putting a tick next to the answer that presents your opinion on head teachers' role of setting clear a vision and goals for the school

Key: *SD=strongly disagree, D= Disagree, N=Neutral, A= Agree, SA=strongly agree*

Item	SD	D	N	A	SA
Involve teachers and learners in designing a clear vision for the school					
Share school vision with all the stakeholders in the school					
Help teachers link national goals of education with subject specific objects in various subjects					
Help teachers set realistic goals with regards to pupils' abilities					
Guide teachers to write suitable objectives for various subjects.					
Motivates teachers to achieve set objectives for each subject					
Supervise schemes of work developed in various subjects					
Provide guidance to achieve the set goals for the school					
Come up with new initiatives to achieve or alter current goals					
Guiding teachers to regularly and appropriately write diaries.					

Part Three: Head Teachers Role in Resource Provision

Please complete the table below by **putting a tick** next to the answer that presents your opinion on head teacher's role of resource provision

Key: *SD=strongly disagree, D= Disagree, N= Neutral, A= Agree, SA=strongly agree*

Item	SD	D	N	A	SA
Provide quality learning/teaching resources					
Provide adequate learning/teaching resources					
Plan with teachers to implement pilot curriculum materials.					
Encourage teachers and pupils to participate in the improvisation of teaching aids.					
Distribute and direct practice in the use of instructional materials for effective academic achievements.					
Study current trends in development of learning resources and advise teachers					
Help teachers locate reference books, journals and other learning resources					
Purchase instructional material approved by KICD.					
Work with teachers in developing curriculum guides, courses of study pamphlets needed in instructional areas.					
Work with teachers, individually and in groups, to explain, demonstrate, exhibit, or direct practice in the use of new curriculum materials.					
Invite resource persons to guide learners and students					
Provide KNEC backwash reports on KCPE performance in different subjects					
Demonstrating to teachers the skills of planning and utilizing educational technology media					
Encourage development and use of locally available materials by teachers and students					
Purchase Laboratory equipment's					
Provide Classroom furniture					
Provide stationary					
Classrooms are adequate					

Part Four: Role of Head Teachers in Capacity Building Teachers

Please complete the table below by **putting a tick** next to the answer that presents your opinion about head teacher's role of capacity building teachers

Key: *SD=strongly disagree, D= Disagree, N= Neutral, A= Agree, SA=strongly agree*

Item	SD	D	N	A	SA
Demonstrating how teachers should use innovative approaches in teaching.					
Guiding teachers to use lesson plan effectively.					
Commending teachers who apply effective classroom teaching techniques.					
Work with teachers, and other school personnel to design strategies for academic achievements					
Assisting teachers acquire skills for managing large and congested classes for optimal instruction.					
Advise teachers on use of different strategies for managing classes of mixed ability learners.					
Help teachers develop warm and friendly relations with pupils.					
Help teachers develop the skills for identifying and coping with pupils with hyperactivity.					
Counseling teachers on how to identify disruptive behaviour that distract instruction and refer it to schools' counselors.					
Employing appropriate interaction skills to improve self-concept of teachers.					
Counseling teachers to change unethical conducts observed during supervision.					
Providing alternatives to any failed curriculum processes in the achievement of school's objectives.					
Insisting on building high moral standards of academic achievements.					
Demonstrating good knowledge of curriculum process.					
Demonstrating expertise knowledge in instructional assessment problems.					
Plan and support for teacher in-service courses					
sensitize teachers on changes in the curriculum					
Demonstrating to teachers the skills of planning and utilizing educational technology media					
Directing teachers to use discovery and problem solving method during teaching.					
Help teachers identify sources of test materials.					
Mentoring teachers to improve their pedagogical skills.					
Directing teachers on the use of excursions, fieldtrips and projects to improve teaching and learning.					
Helping teachers improve their communication skills for effective teaching.					
Involve teachers in decision making					
Hold internal sensitization meetings					

Part Five: Role of Head teacher in Classroom Observation

Please complete the table below by **putting a tick** next to the answer that presents your opinion about head teacher’s role of classroom observation

Key: *SD=strongly disagree, D= Disagree, N= Neutral, A= Agree, SA=strongly agree*

Item	SD	D	N	A	SA
The head teacher observes teaching in the classroom					
The Head teacher is a "visible presence" in our building to both staff and learners					
Classroom observation is done regularly					
When a teacher has problems in his/her classroom, the head teacher takes the initiative to discuss the matter.					
Teachers are given suggestions on how to improve their teaching					
The head teacher holds informal discussions with teachers after classroom observation					
The head teacher monitors instructional time					
Classroom observation help identify training needs of teachers					
Classroom observation gives feedback that help improve pupils academic achievements of learners					
The head teacher ensure that resources are adequate in the classroom					
There is warm relationship between head teacher and teachers					
There is cold relationship between head teachers and teachers					

Part Six: Monitoring Classroom Progress

Please complete the table below by **putting a tick** next to the answer that presents your opinion about head teacher’s role of monitoring classroom progress

Key: *SD=strongly disagree, D= Disagree, N= Neutral, A= Agree, SA=strongly agree*

Item	SD	D	N	A	SA
Records on students’ performance are available					
Progress Report cards are issued termly					
Feedback on students’ performance help to improve on their academic achievements					
Decisions on staff development are made based on students’ progress					
Class attendance register is available and updated daily					
The head teachers discuss students’ progress with teachers/parents					
Remedial teaching is done to assist students who are weak academically					
Record on students’ abilities in co-curricular activities is available					
Students are assisted to build their talents based on their performance in co-curricular activities					
Students with improved performance are recognized					

Appendix III: Questionnaire for Teachers

Instructions: Please answer the following questions as honestly as possible. Kindly do not leave any question unanswered. Mark your answer with a tick in the space provided and fill in the blank spaces

Part One: Demographic Factors of the Teacher

Please tick in the appropriate box as it applies to you

1. Gender of respondent Male Female
2. What is your age?
 - a) 25-35 years
 - b) 36-45 year
 - c) 46-60 years

Academic Achievement in your School

3. How do you rate the performance of students?
 - a) Excellent
 - b) Good
 - c) Average
 - d) Below average
 - e) Poor
4. (a) what has been your school mean grade for the last four years
 - a) 100- 249
 - b) 250 -259
 - c) 300-359
 - d) 400-500(b) Depending on your answer in question 4(a) what are the causes of that performance
 - a) Lack of motivation by the head teacher
 - b) Lack of enough text books
 - c) Poor supervision of instruction
 - d) Failure to cover syllabus on time
 - e) Lack of clear goal

5. (a) which of the following co-curricular activities does your school participate in

a) Music and drama

b) Ball games

c) Athletics

d) 4K Club

e) Law club

(b) Of the activities above which one did students participate in at national level

(c) Did they get any award Yes
No

(d) If yes, at which level?

a) National

b) County

c) Sub-County

d) Ward

Part Two: Supervisory role of Setting clear Vision and Goals

Please complete the table below by **putting a tick** next to the answer that presents your opinion about head teacher’s role of setting a clear vision and goals for the school

Key: *SD=strongly disagree, D= Disagree, N= Neutral, A= Agree, SA=strongly agree*

Item	SD	D	N	A	SA
The head teacher involve teachers and learners in designing clear vision /goals for the school					
In this school the head teacher and teacher work on a school development plan					
The head teacher Share the school vision with all the stakeholders in the school					
In meetings the head teacher discusses educational goals with the teachers					
The head teacher ensures that teachers work according to the school’s educational goals					
The head teacher help teachers set realistic goals with regards to pupils’ abilities					
The head teacher guide teachers to write suitable objectives for various subjects.					
The head teacher Motivates teachers to achieve set objectives for each subject					
The head teacher provide guidance on how to achieve the set goals for the school					
The head teacher motivate teachers and learners to achieve set targets/goals					
The head teacher come up with new initiatives to achieve or alter current goals					
The head teacher Guide teachers to regularly and appropriately write diaries.					

Part Three: Head Teachers Role in Resource Provision

Please complete the table below by **putting a tick** next to the answer that presents your opinion on head teachers' role of resource provision in your school

Key: *SD=strongly disagree, D= Disagree, N= Neutral, A= Agree, SA=strongly agree*

Item	SD	D	N	A	SA
Plan with teachers to implement pilot curriculum materials.					
Encourage teachers and pupils to participate in the improvisation of teaching aids.					
Distribute and direct practice in the use of instructional materials for effective academic achievements.					
Study current trends in development of learning resources and advise teachers					
Help teachers locate reference books, journals and other learning resources					
Purchase instructional material approved by KICD.					
Work with teachers in developing curriculum guides, courses of study pamphlets needed in instructional areas.					
Work with teachers, individually and in groups, to explain, demonstrate, exhibit, or direct practice in the use of new curriculum materials.					
Invite resource persons to guide learners and students					
Provide KNEC backwash reports on KCPE performance in different subjects					
Demonstrating to teachers the skills of planning and utilizing educational technology media					
Encourage development and use of locally available materials by teachers and students					
Provide Classroom furniture					
Provide stationary					
Classrooms are adequate					
The head teacher provides quality instructional materials					
The head teacher					

Part Four: Role of Head Teachers in Capacity Building Teachers.

Please complete the table below by **putting a tick** next to the answer that presents your opinion about head teacher s role of capacity building teachers

Key: *SD=strongly disagree, D= Disagree, N= Neutral, A= Agree, SA=strongly agree*

Item	SD	D	N	A	SA
Demonstrating how teachers should use innovative approaches in teaching.					
Guiding teachers to use lesson plan effectively.					
Commending teachers who apply effective classroom teaching techniques.					
Work with teachers, and other school personnel to design strategies for academic achievements					
Assisting teachers acquire skills for managing large and congested classes for optimal instruction.					
Advise teachers on use of different strategies for managing classes of mixed ability learners.					
Help teachers develop warm and friendly relations with pupils.					
Help teachers develop the skills for identifying and coping with pupils with hyperactivity.					
Counseling teachers on how to identify disruptive behaviour that distract instruction and refer it to schools' counselors.					
Employing appropriate interaction skills to improve self-concept of teachers.					
Counseling teachers to change unethical conducts observed during supervision.					
Insisting on building high moral standards of academic achievements.					
Demonstrating good knowledge of curriculum process.					
Demonstrating expertise knowledge in instructional assessment problems.					
Plan and support for teacher in-service courses					
sensitize teachers on changes in the curriculum					
Demonstrating to teachers the skills of planning and utilizing educational technology media					
Directing teachers to use discovery and problem solving method during teaching.					
Help teachers identify sources of test materials.					
Mentoring teachers to improve their pedagogical skills.					
Directing teachers on the use of excursions, fieldtrips and projects to improve teaching and learning.					
Helping teachers improve their communication skills for effective teaching.					
The head teacher holds internal sensitization meetings					
The head teacher involve teachers in making decisions concerning teaching/learning					

Part Five: Role of Head teacher in Classroom Observation

Please complete the table below by **putting a tick** next to the answer that presents your opinion about head teacher's role of classroom observation.

Key: *SD=strongly disagree, D= Disagree, N= Neutral, A= Agree, SA=strongly agree*

Item	SD	D	N	A	SA
The head teacher observes teaching in the classroom					
The Head teacher is a "visible presence" in our building to both staff and learners.					
Classroom observation is done regularly					
When a teacher has problems in his/her classroom, the head teacher takes the initiative to discuss the matter.					
Teachers are given suggestions on how to improve their teaching					
The head teacher holds informal discussions with teachers after classroom observation					
The head teacher monitors instructional time					
Classroom observation help identify training needs of teachers					
Classroom observation gives feedback on how to improve pupils academic achievements					
There are adequate resources in the classroom					
The head teacher ensures that the teacher has all the required documents					
The head teacher ensures that there is cordial relationship between the students and teachers					

Part Six: Role of Head teacher in Monitoring Classroom Progress

Please complete the table below by **putting a tick** next to the answer that presents your opinion about head teacher’s role of Classroom Progress

Key: *SD=strongly disagree, D= Disagree, N= Neutral, A= Agree, SA=strongly agree*

Item	SD	D	N	A	SA
Records on students’ performance are available					
Progress Report cards are issued termly					
Feedback on students’ performance help to improve on their academic achievements					
Decisions on staff development are made based on students’ progress					
Class attendance register is available and updated daily					
The head teachers discuss students’ progress with teachers					
Remedial teaching is done to assist students who are weak academically					
Record on students’ abilities in co-curricular activities is available					
Students are assisted to build their talents based on their performance in co-curricular activities					
Students with improved performance are recognized					

Appendix IV: In-Depth Interview for CSO's

This In-depth interview is for academic purpose only. It will not be used for any other purpose therefore the information will be held in confidence.

1. What do you think about the schools' vision, mission and motto in relation to academic Achievements?
2. Do you think that head teachers are working towards achieving the school's vision, mission and motto and in which ways?
3. What is your perception towards head teachers' supervisory role of building the capacity of teachers in public schools?
4. In your opinion do head teachers involve teachers in decision making?
5. (a) Do head teachers' in your area of jurisdiction observe lessons?
(b) If they do does it improve academic achievements?
6. What is your opinion about head teachers' supervisory role of monitoring classroom progress?
7. (a) According to your own assessment do head teachers provide resources for teaching and learning?
(b) If they do are the resources adequate and of quality?

Appendix V: Document Analysis

The following documents were analyzed in order to get information on the objectives of the study.

Documents available in schools;

- a) School timetable
- b) School notice board
- c) School rules
- d) KCPE performance records between the years 2012-2015
- e) School Vision, Mission and Motto
- f) Awards/trophies for drama/music festivals
- g) Staff minutes book
- h) Punishment book
- i) Log book
- j) School facilities records/inventories
- k) Instructional materials records
- l) Class attendance register

Appendix VI: Reliability Test

Reliability of Teacher's Tool

	Pearson correlation coefficient
Supervisory role of Setting clear Vision and Goals	0.9622
Role of Head Teachers in Capacity Building Teachers.	0.7968
Head Teachers Role in Resource Provision	0.8800
Role of Head teacher in Classroom Observation	0.8570
Monitoring Classroom Progress	0.8004
Average	0.85928

Reliability of Head Teachers' Tool

	Pearson correlation coefficient
Instructional Leadership Role of Setting clear Vision and Goals	0.9685
Role of Head Teachers in Capacity Building Teachers.	0.9871
Head Teachers Role in Resource Provision	0.9685
Role of Head teacher in Classroom Observation	0.7678
Monitoring Classroom Progress	0.7559
Average	0.88956

Appendix VII: Research Authorization Letter

Appendix VIII: Research Permit