HEADTEACHERS' INSTRUCTIONAL LEADERSHIP AND ITS EFFECT ON ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN OL'LESSOS DIVISION IN NANDI COUNTY, KENYA

BY

MAGUT TRUPHOSA JELIMO

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DECLARATION

Declaration by the Candidate

This thesis is my original work and has never been presented for any other degree, published nor submitted for examination in this or any other University. No part of this work can be reproduced without prior permission from the author and/or Moi University

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Magut Truphosa Jelimo   Date

EDU/PGA/1020/09

Declaration by the Supervisors

This thesis has been submitted with our approval as University supervisors.

_____   _____

Prof. Kindiki Jonah   Date

Department of Educational Management and Policy Studies,

School of Education,

Moi University.

_____   _____

Dr. Chumba Sammy   Date

Department of Educational Management and Policy Studies,

School of Education,

Moi University.

DEDICATION

This work is dedicated to my dear husband Mr. John Ruto and our children for their total support and encouragement throughout this programme. May Almighty God bless you abundantly!

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Finally, many thanks go to head teachers, teachers and staff in Nandi East Sub County and Examination Office as they provided the much needed information to the objectives of this research.

ABSTRACT

The head teacher has many roles; being a manager, administrator, curriculum leader and instructional leader. However, it should be understood that the core business of a school is instruction thus head teachers' instructional leadership is crucial hence the focus of the study. The purpose of this study was to establish head teachers' instructional leadership and its effect on academic performance in Kenya Certificate of Primary Education (KCPE) in Ol'lessos Division. The objectives were; to identify head teachers leadership style, to explore the influences of head teachers' instructional supervision; to assess the influence of head teachers in monitoring progress and evaluation of pupils on academic performance, to examine the influence of instructional Environment on academic performance and to establish the relationship between the selected instructional practices and academic performance in KCPE. The study was based on a theory of leadership developed by House known as Path – Goal theory. Research design adopted for the study was descriptive survey. The target population comprised of the 40 head teachers, 259 teachers of 40 Public Primary schools in Ol'lessos Division and the Divisional CSO. Stratified and proportionate sampling techniques were used. Using the techniques, 19 schools participated in the study. The teachers were selected using simple random sampling technique; hence a total of 78 teachers formed the sample. The CSO and the head teachers were purposively selected. Questionnaires, interview schedules and document analysis were used for data collection. The validity of research instruments was ensured as items examined by supervisors and fellow students in the department of educational management and policy studies. The reliability of the instrument was determined through test re-test technique. Qualitative data was analyzed thematically while quantitative data was analyzed using frequencies and Pearson Product Moment Correlation. The study revealed that head teachers' instructional leadership practices influence the performance in KCPE. The findings of this study areof benefit to head teachers, stakeholders and the ministry of education which has interest in performance of schools in national examination. This study recommends that head teachers should improve on these selected instructional leadership practices for improved performance in KCPE examinations.

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LIST OF ABBREVIATIONS

TSC –   Teachers Service Commission

MOE –   Ministry of Education

MDG –   Millennium Development Goals

FPE –   Free Primary Education

CSO –   Curriculum Support Officer

KCPE –   Kenya Certificate of Primary Education

EFA –   Education for All

KESSP –   Kenya Education Sector Support Programme

PTA   -   Parent Teacher Association

SCD-   Sub County Director ministry of Education

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter focuses on the background to the study, statement of the problem, objectives of the study, research questions, and justification of the study. It will also include significance of the study, limitations, assumptions, the scope, theoretical framework, conceptual framework and operational definition of terms.

1.1 Background of the study

Education is the cornerstone to holistic development of a nation and is seen as an equalizer. According to Boit, Njoki & Chang'ach (2012) the purpose of education is to equip the citizenry to reshape their society and eliminate inequality. It provides a firm foundation for children and contributes towards human developments. Investment in education can help foster economic growth, enhance productivity hence contribute to national and social development, and reduce social inequality (council of Africa Ministers of Education, 2000).During the conference the ministers reaffirm the role of teachers as purveyors of knowledge and values and as community leader responsible for the future of our young who should be supported, (UNESCO, 2005).

Government policy makers and civil societies have emphasized that developing countries need to invest more in education and ensure that systems of education are efficiently and effectively managed (World Bank 1996).It is worth noting that since the advent of Free Primary Education (FPE), the Government and its development partners have continued to provide investment both in monetary and in terms of material in an effort to achieve the Education for All (EFA) goal by 2015. The quality of education offered to the 8.2 million children currently enrolled in primary

programme should be improved (Economic Survey, 2009). Attainment of EFA goals requires an effective instructional leadership from those in the helmet of leadership. Education is the cornerstone of economic growth and social development and a principal means of improving the welfare of individuals. It increases the productive capacity of societies and their political, economic and scientific institutions. It also helps reduce poverty by increasing the value and efficiency of the labour offered by the poor and by mitigating the population, health and nutritional consequences of poverty. In this case education is viewed as a primary means of solving social problems. This also implies that school shapes the social life, social concept and the occupational future of the youth and this explains why nations Kenya included invest large sums of money in education.

A school as an organization is established for the achievement of set goals and objectives; its major concern is the success or effectiveness of instructional processes and ensures academic excellence. It is generally agreed that effective leadership is essential in all organizations whether business, government, religious or education and its success largely depends on the quality of its instruction leadership. Their role in organization is to co-ordinate the work of non-management employees and to have direct responsibility for machinery and materials, (Hannagan, 2008). A school being an organization is headed by a leader referred to as head teacher. A leader is the person who gets things done by enlisting the efforts of others (Bennett & Anderson,2003). The leader must have both social and psychological attributes in order to succeed on the job. An effective head teacher is not only able to make his subordinates want to do what they have to do but also recognizes that they must be motivated to ensure that goals and objectives of the institution, organization or systems are achieved, (Okumbe, 1999).

Hannagan (2008) argues that an organization is a combination of the necessary human beings, materials, tools, equipment, working space and apparatus brought together in a systematic and effective co-ordination to accomplish desired objective. This implies that it is the staff making up the organization that does the work and leadership is glue to effective organization. Many scholars have found that the success of any school depends to a large extend on the quality of the head teachers' leadership behavior. Mbiti (1974) noted that a head teacher gives the school an image of what can be; provide the drive, support and skills to make that image approximate reality. This implies that a leader is a school and a school is a leader. The quality of leadership makes the difference between the success and failure of a school, (Millette, 1988). He further explains that research and assessment clarify the extent to which the quality of leadership is crucial to improvement. In highly effective schools which have reversed a trend of poor performance and declining achievement it is the head teacher who sets the pace, heading and motivating pupils and staff to perform to the highest potential.

According to Sushila (2004) the head teacher as the leader in a school is the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative. It is indeed clear that the head teacher undertake both instruction and administrative roles but it should be understood that the core business of a school is teaching and learning hence must be accorded relevant time. The head teacher in this respect promotes learners academic performance by making instructional leadership the top priority.

Fullan (2002) observed that, instructional leadership is required if a school has to be effective, this is not the case as head teachers seldom practice instructional leadership because they are pre-occupied with their administrative role while instructional role is

delegated to other non-managerial staff. Hannagan (2008) highlighted that a leader is expected to be skilled at both overseeing work done and doing it. It is required that head teachers can supervise, monitor and evaluate and to fill in when and where needed in order to maintain the smooth operation of the system. This shows that head teacher are both instructional leaders and teachers. Stronge (1988) calculates that 62.2% of the elementary principal's time is focused on school management issues whereas only 6.2% of their time is focused on programme issues. Therefore, head teacher must change from being administrator to instructional leader so as to achieve desired results. Berlin & Jensen (1998) concluded that if schools are to progress, 'the principal/ head teacher cannot allow daily duties to interfere with the leadership role in curriculum'. Instructional leadership is a new concept and research in this area is gaining popularity due to its importance as regards learners' achievement.

Shelland (2003) defined instructional leadership as the knowledge and skills principals must possess to actively support the academic program. Indeed the core business of school is instruction that require head teachers involvement in planning activities relating to academics. On the other hand, Stevens (2001) viewed instructional leaders as persons who specialize in implementing and revising the curriculum. In this respect head teachers are key implementers of curriculum as they organize how work is done through the teachers. In view of education studies on developing countries, Glewwe & Muralidharan (2016) maintain that the high rate of teacher absenteeism contributes to poor school and teacher governance in developing countries. Several South African studies, (Carnoy & Chisholm 2008; Reddy, 2010; Moletsane, 2015) have found that less than half of the officially scheduled lessons are taught. This therefore means that, leadership must be effective and efficient if instructional activities are to be performed

In Kenya, education system is examination oriented and the quality of education is seen in terms of the number of pupils passing national examinations, (Eshiwani, 1993). The realization of head teachers' instructional leadership role will not only ameliorate the dwindling academic performance but also enhance the quality of in instruction in primary schools. Wekesa (1993) noted that to improve student's performance in academics, head teachers are required first to improve the leadership of the schools. The quality of leadership plays a vital role in pupils achievement as it is concerned with teachers, pupils, rules, regulations and policies that govern the school. Of paramount importance, therefore is the proper head teacher's instructional role as its absence will invariably lead to low productivity as measured by pupil's achievement in national examination. The study therefore focused on the instructional leadership of the head teacher and its effect on academic performance.

1.2 Statement of the Problem

Performance in national examinations in primary school in Nandi East sub-county is average. However, performance in national examinations between the years 2011-2013 reveals that Ol'lessos division in the sub county had persistently posted relatively low marks in Kenya Certificate of Primary Education (KCPE) yet both Divisions have fairly equal resources, Sub County Examination Office

Table 1.1: KCPE mean scores for year 2011-2013

Year	Ol'lessos Division	Nandi Hills division
2011	252.46	279.32
2012	248.73	272.26
2013	255.61	282.93

Source: Examination Office, Nandi East Sub County

This differential in performance has puzzled the stake holders as they question the disparity in performance in primary schools in the sub-county. This scenario cannot be discerned without focused investigation since the schools in the division are assumed to be well staffed, have adequate learning materials, trained and qualified head teachers. The head teachers are the leaders in primary schools and in charge of daunting tasks and roles which might affect the performance of a school. Many studies have been carried out regarding pupil's academic performance, for instance, Ngala (1997) carried out a study on management of teachers and its effect on pupil's academic performance. The study revealed that management practices of teachers by the head teachers influenced performance positively. Several other studies, (Odubuker, 2007, Mpierwe, 2007) reveal that the head teacher's leadership style plays a significant role in academic performance. The head teacher is therefore, the pivot around which all activities rotate and it is in this light that this study sought to establish the head teachers' instructional leadership and its effect on academic performance in Ol'lessos Division in Nandi county.

1.3 Purpose of the Study

The purpose of this study was to establish the effect of head teachers' instructional leadership on academic performance in public primary school in Ol'lessos division in Nandi County.

1.4 Objectives of the study

The specific objectives of this study were:

i. To identify the leadership styles utilized by the headteachers in primary schools in Ol'lessos Division.

ii. To explore the influences of headteachers' instructional supervision on academic performance in primary schools in Ol'lessos Division.

iii. To assess the influence of headteachers monitoring progress and evaluation of pupils on academic performance.

iv. To examine the influence of headteachers provision of instructional Environment on academic performance.

v. To establish whether there is a relationship between the selected instructional leadership practices of the headteacher and performance of the schools in KCPE.

1.5 Research Questions

i) What leadership approaches do head teachers utilize in discharging their instructional role?

ii) How does head teachers' instructional supervision influence academic performance in primary schools?

iii) What is the instructional role of head teachers in monitoring pupils' progress in primary schools?

iv) To what extent do head teachers perform practices that promote instructional environment in primary schools?

v) Is there any significant relationship between instructional leadership practices of headteachers and academic performance?

1.6 Hypothesis of the Study

The null hypothesis stated guided the study

HO_1 There is no statistically significant relationship between the selected instructional leadership practices and academic performance

1.7 Assumption of the Study

Assumptions are statements or ideas that are accepted as true without any proof.. They serve as the foundation upon which a study is based. They are written to review what the research, and others theorize to be true in study to be conducted, (Mugenda & Mugenda, 1999). Moreover they are also written to indicate those factors affecting the study that are assumed to be unalterable. The assumptions of this study were; that head teachers have knowledge, skills and attitudes necessary for instructional leadership and that all schools under this study are adequately equipped and staffed. In addition, the head teachers and teachers in schools under the study will not be transferred during the study period and that K.C.P.E. is reliable and accurate instrument to measure school academic performance. Lastly, the respondents understand the role of the head teacher in instructional leadership in achievement and will respond honestly to the questions

1.8 Justification of the Study

Parents and stakeholders in education have always questioned the cause of varied academic achievements in national examination in public primary schools, despite the provision of funds by the government to procure instructional materials. From the available data, primary schools in Nandi Hills Division have been performing better than public schools in Nandi East Sub County. Perhaps the varied attainment of mean scores in K.C.P.E Examination is attributed to the head teachers' instructional leadership. From the researches done it is evident that head teachers play a pivotal role in enhancing quality teaching and learning, hence the need to establish the effect of head teachers instructional leadership on academic performance in public primary schools in Ol'lessos Division in Nandi County.

1.9 Significance of the Study

The study bridges the gap in the area of head teacher's role as an instructional leader and academic performance in schools. The findings of the study are useful to the education administrators in identifying effects on instructional leadership of head teachers. Training institutions and the education policy planners benefits from the findings in initiating training programmes that go along way in promoting effective educational leadership skills. It would also aid school administrators, policy makers and head teachers to improve performance of primary schools in National Examination.

It would also be helpful to head teachers in formulation and planning for effective instructional leadership programs that could boost teachers' motivation and effectiveness at work. The head teachers also use the findings as an assessment tool to evaluate the effectiveness and efficiency in instructional leadership skill and technique and change their leadership and administrative skills particularly in the context of instructional issues. Finally, the findings provides the government of Kenya insights on instructional and leadership aspects that require attention hence plan for capacity building of head teachers with the intention of ameliorating the challenges encountered.

1.10 The scope and Limitations of the Study

1.10.1 The scope
The study was carried out between September 2014and January 2015. The researcher investigated the effect of head teachers' instructional leadership on academic performance of Pupils in K.C.P.E in public primary schools. The study basically was conducted in Ol'lessos Division. The study focused on 19 public primary schools and

was limited to head teachers and teachers of those schools and the CSO officer from each zone in the division. The study confined itself to the leadership styles; head teacher's instructional supervision, monitoring pupils' progress and instructional environment and relationship between head teachers selected instructional practices and academic performance.

1.10.2 Limitations

A limitation is some aspect of the study that may negatively affect the results of the researcher, (Mugenda & Mugenda, 1999). It is commonly known that most institutions are suspicious of strangers and investigation and therefore only release limited information. However, a letter of introduction attached to the questionnaire, provided assurance of confidentiality in handling of the information collected and the intentions of the study, hence reducing the effect of the limitation in the study findings. Respondents were not willing to respond since they viewed it as a waste of time and interference of personal programmes. Concerning instruments for data collection, it is hard to judge and quantify the findings on leadership. Another possible limiting factor was the fact that the researcher was carrying out the study within a limited financial out lay and time constraints, it was therefore necessary to sample out a small number of schools that guaranteed generalization.

1.11 Theoretical Framework

Empirical studies Bennis, (1990); Boles & Troen, (1992, Bennett & Anderson (2003), suggest that leadership is a dynamic process, varying from situation to situation with changes in leaders, followers and situations. The focus in the situational approach to leadership is on observed behavior not on any hypothetical, inborn or acquired ability or potential for leadership but on the behavior of leaders and their group members (followers) and various situations. The study was based on theory of leadership called

path- goal developed by Robert House in 1971. It is a theory that focuses on how leaders influence subordinates' perceptions of work goals and paths to achieve those goals. The crux of the theory is that the leaders enhance subordinates commitment by enabling them to achieve their goals, (House & Mitchell 1974). Leaders are effective because of their impact on subordinate's job satisfaction, (Okumbe, 2001). This implies that subordinates perceive their leader as effective to the extent that the leaders provide them with guidance and rewards necessary for satisfaction. The core proposition of path goal theory is that leaders can increase the performance on their subordinates by clarifying and clearing the 'path' that subordinates have to follow to attain their goals and by identifying and offering rewards that motivate subordinates to work towards their goals. Clarifying the path means leaders work with subordinates to help them identify and learn behaviors that will lead to goal attainment. In other words, they mentor and coach subordinates. This implies that the leader that is the head teacher in a school offers guidance on instructional activities. Clearing the path means leaders try to take care of problems and remove obstacles that make it difficult for subordinates to attain their goals. Identifying and offering rewards means leaders identify what will motivate their subordinates to work towards goals attainment, and then put the appropriate rewards in place. This is done to motivate teachers towards attaining the intended goal. House's proposed four types of leader behavior.

Directive leadership occurs when leaders tell subordinates exactly what they are supposed to do, giving them goals, specific tasks, guidelines for performing those tasks and procedure scheduling and coordinating their task. This is the same as task − oriented leadership.

Supportive leadership – it is a leadership style in which the leader is approachable and friendly, shows concern for the welfare of subordinates and treats them as equals, the leader creates friendly environment in the work unit. It is people oriented leadership.

Participative leadership – it is a leadership style in which the leader consults with his/her subordinates, asking for their opinions before making a decision. It encourages subordinates to make suggestions and to offer input into the decision making process. They assist in finding ways of overcoming blockages to performance.

Achievement – oriented leadership – it occurs when a leader sets high goals for subordinates, has high expectations for their performance and displays confidence in subordinates encouraging and helping them to take on greater responsibilities. The leaders emphasize excellence and performance.

1.12 Conceptual Framework

Independent variable   **Dependent variable**

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┌─────────────────────────────┐
│ Instructional leadership     │              ┌──────────────────────────┐
│ -Leadership styles           │              │ Academic performance in  │
│ -Instructional supervision   │ ────────┐    │ K.CP.E                   │
│ -Monitoring pupils           │          ───▶│                          │
│ progress and Evaluation      │         ▲    │                          │
│ -Provision of instructional  │         │    └──────────────────────────┘
│ environment                  │         │
└─────────────────────────────┘         │
                              ┌──────────│──────────────────────┐
                              │ -Attitude of pupils towards performance      │
                              │ -Teachers' attitude towards school leadership │
                              │ -Pupils discipline                            │
                              │ -Mismanagement of school funds                │
                              └───────────────────────────────────────────────┘
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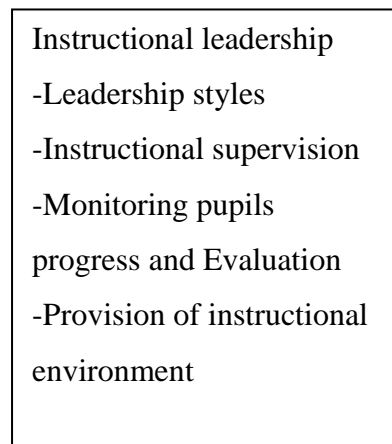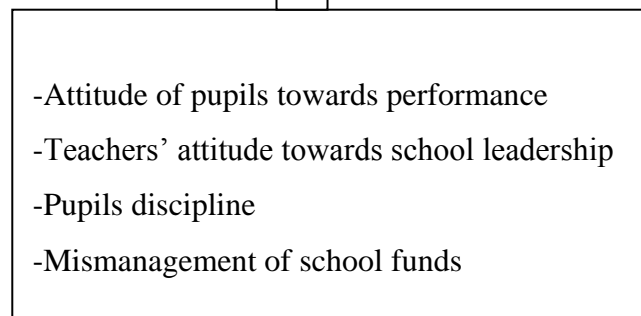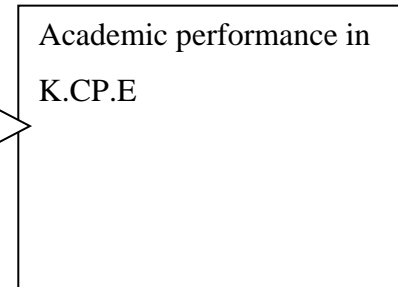
Intervening variable

Figure 1.1 Conceptual Framework
Source: Researcher 2014

From the conceptual framework head teacher's leadership style, supervision of instruction, monitoring and evaluation of learners progress and provision of positive school environment for instruction may influence academic performance in public primary schools. The intervening variable could influence the study and therefore were integrated in the study and also were controlled to minimize their effect on the study findings. The conceptual framework shows the relationship between the independent variable (instructional leadership) and dependent variable (academic performance).

1.13 Operational Definition of terms

Academic performance in Public school – this is the outcome of instruction in school that is mean scores attained by pupils in K.C.P.E examination in schools under financial and administrative control of the Ministry of Education.

Head teacher – is a leader who supervises the school activities and occupies the position of the school leadership he/she oversees the teaching and learning activities.

Instructional leadership – these are activities or actions that are taken by head teachers in school

Leadership approach/style – a process of influencing others to achieve a pre-determined institutional goal thus achieve the best academic results.

Monitoring pupils' progress- it is the analysis of what is being done against the results obtained. It is collecting information of academic programme activities in the classroom.

Evaluation—this is provision of continuous feedback for the purpose of academic improvement by the head teacher regarding instruction.

Instructional Supervision- this is the role of head teacher for being in charge and making sure that everything in class is done correctly and safely regarding teaching and learning.

Instructional Environment–refers to the instructional behavioral and personal aspects of the classroom

CHAPTERTWO

LITERATURE REVIEW

2.0Introduction

This chapter reviewed literature on headteachers' instructional leadership practices and its effects on academic performance in K.C.P.E. This chapter was sub divided into sub – sections detailing various aspects of the problem namely; leadership styles, selected instructional leadership practices and the summary.

2.1 Leadership in Learning Institutions

In all organizations, large or small, leadership is required in order for its objectives to be achieved. An important part of the management role is to provide leadership of one kind or another because leadership is about providing directions for an organization, making decisions on the methods and processes to achieve organizational objectives and helping to establish the style and culture of an organization. Adenisa (1990) defines leadership as the ability to get things done with the support and cooperation of other people within the institution, organization or system. Leadership involves other people, who by the degree of their willingness to accept direction help to define the leaders' status. It involves authority and responsibility in terms of deciding the way ahead and being held responsible for the success or failure of achieving the agreed objectives.

Leadership is generally defined as the ability to influence the behavior of others in a certain direction usually in a two way interaction. It involves the functions of establishing direction, aligning people, motivating and inspiring with a purpose of producing a useful change. Establishing direction involves developing a vision of the future and strategies for producing the needed changes to achieve that vision. Aligning people involves communicating the direction by words and deeds to the key

people. Motivating and inspiring people help to energize people to overcome major bureaucratic and resource barriers to change, (D'souza, 2007).

Mbiti (1974) justified the existence of leaders in institutions he said; Leadership is an essential factor among all social animals from insects on to the apes and man himself. The necessity of leadership stems from the fact that, each organization has needs which must be met. The nature of leadership is largely determined by the nature of the organization. It is this ingredient of leadership in institutions that might bring change in the overall outcome. Millette (1988) pointed out that the quality of leadership makes the difference between the success and failure of a school. He further explains that research and inspection clarify the extent to which the quality of leadership is crucial to improvement.

According to Sushila (2004), the head teacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative. The head therefore is the key person in any education system. He takes care of the final arrangements for the education of learners in a school. His role cannot be taken for granted if he is expected to give the right kind of education to the learners hence this sets the focus of the study. Konchar (1988) states that;

> *Schools are bad or good, in a healthy or unhealthy mental, moral or physical condition, flourishing or perishing, as the principal is capable, energetic, of high ideals or the reverse. Schools rise to fame or sink to obscurity, as greater or lesser principals have charge of them. It is said the school is as great as the principal because of everything in the school , the plant, the staff, the curriculum methods and techniques of teaching human relationships, bear the impress of his/her personality; schools do not become great because of magnificent buildings but because of magnificent principals (9. 13).*

All schools like other organizations require leaders if they are to remain functioning, and being a system it comprises of various sub – units. It consists of inputs and out puts which has been equated to a business. Leaders must influence his/her followers in effort towards goal achievement in a given situation, (Boles & Troen 1992). In essence, leadership involves accomplishing goals with and through people. Sashkin & Sashkin (2003) also maintain that leadership matters because leadership reduces ambiguity and uncertainty in an organization and society. Leaders take constructive acts to achieve long- term goals and provide clear positive reasons for their actions/ goals and accomplishments. In essence, leaders add clarity and direction to use and make life more meaningful. Schermerhorn et al. (2000) maintain that leadership is the heart of any organization because it determines the success or failure of the organization. Thus, the study of instructional leadership in organizations is closely tied to the analysis of organizations efficiency and effectiveness in carrying out core business of a school as a system. The importance of leadership is reflected in any aspect of the school; instructional practices, academic achievement, student discipline, school environment among others.

2.2 Leadership styles

Leadership style refers to a particular behavior applied by a leader to motivate his/her subordinates to achieve the objectives of the organization, (Okumbe, 1999). Leadership style is one of the factors that can motivate or de – motivate workers. A good leader is one who employs leadership style that can improve performance of workers. The analysis of leadership suggests a range of styles and research has shown that leaders who use styles that positively affected to environment in an organization had decidedly better financial results than those who did not, (Goleman, 2000). Other factors were also found to be very important, such as economic conditions and

competition, but the impact of leadership styles was felt to be much too important to ignore, (Hannagan, 2008).

The word style is the way in which the leader influences followers. The generally outlined basic kinds of leadership styles are; Autocratic, democratic, Laissez – faire, transactional and charismatic leadership style, (Stogdill, 1974).

2.2.1 Laissez-faire leadership style

The term laissez-faire is a French phrase which literally means 'let people do what they want.' It is also called free reign. Laissez-faire type of leadership has very few rules, if any, in the organization, (Mbiti, 2007). The leader is supposed to be very tolerant and the subordinates are free to do what they want, come and go when they want. The leader in this respect is just symbolic and does not have authority. In such an organization, there is no defined code of regulations, no hierarchy of authority, and therefore no way of determining whether someone is wrong or right in a given activity. The leader allows the members to operate without necessarily directly supervising them. In other words, workers work as they deem fit. The head teacher using this style allows teachers and pupils to make decisions. This method of leadership is used when the followers are able to analyze the situation and determine what needs to be done and how to do it. This style is used when the leader fully trust and have confidence in the 'followers'. In schools, free reign can be used in panels or departments as they at times make autonomous decisions. However, this type of leadership style may render the leader ignorant and deprive the command he needs to run the institution effectively.

2.2.2 Autocratic leadership style

The leader requires immediate compliance in a drive for achievement, (Hannagan, 2008). Decisions are taken at the top with little consideration for other people's ideas, so that initiative is stifled and people's sense of responsibility is eroded. It is leadership in which subordinate are told exactly what to do and are expected to carry out the instructions without questioning decisions. It's called Boss – oriented approach. Mbiti (2007) called this leadership style coercive and places emphasis on force. It does not derive its legitimacy from those who are governed but is a leader imposed upon the organization. Head teachers who utilized this kind of leadership are dictators and view themselves as right in everything. Autocratic style of Leadership is felt to work best when a sudden major impact or change is needed to alter the direction of an organization by shocking people into a new way of working, but if it is used after the crisis has passed it will tend to have a negative impact or morale.

2.2.3 Democratic leadership style

Leaders who apply this style are work centered and emphasize the human dimension of the organization. The leader is sensitive to the worker's individual demands. Members of the organization are encouraged to participate in decision making through group discussion. Consultation and participation of members in policy formulation is the order of the day. Hence, decision – making processes, power and authority are largely decentralized, (Boles & Troen, 1992). Mbiti(2007) referred democratic leadership as consultative or participatory leadership. This kind of leadership results on the following premises: that power and authority must be derived from the governed; that is to say that the authority to lead must be rendered legitimate by the people. This leadership style encourages subordinates to share their views in making relevant decisions that is modifying or disagreeing. This style

therefore involves the head teacher including both teachers and pupil's leaders in the decision making process for instance, the making of school rules (determining what to do and how to do it). However, the head teacher will maintain the final decision making authority. Using this style is not a sign of weakness; rather it is a sign of strength that will be respected by everybody.

Conversely, the leaders who uses his/her team to the extent that he/she delegates as much as possible may also overlook some important needs of the staff, (Hodge, William, Anthony, & Lawrence (2006). This occurs because he/she may assume that, as they have shown competence in some duties assigned, they will automatically be competent to handle other duties leaving the staff to their own resources. It's worth for a leader to know that he/she will probably be placing some of them under considerable pressure which they will be unable to cope with while partly meeting the needs of those who are well trained and competent to carry out the task but unfortunately does not meet the needs of those who require a more direct leadership style to give them further guidance. The leader ought to be transparent and be seen also to be committed towards a common goal.

Hannagan (2008) pointed out that the standards for success are clear and that rewards be transparent while initiative and innovation can be achieved within the umbrella of the leader's vision and strategy. This therefore implies that the head teacher must be vigilant and committed in striving to achieve the laid down goals. The successful head teacher encourages team work. He/she provides just as much freedom of choice as members of the team require, (Bennett & Anderson, 2003).The foundation is effective leadership can be seen as thinking through an organization's mission, defining it and establishing it. A leader has to create trust in an organization by articulating values, and visions, leading by example and communicating with

everyone involved, (Hannagan, 2008). The head teacher therefore must be in the forefront of articulating the mission, vision and objectives of the school. He/she should seek to win the trust of workers because without trust there are no followers and there is, therefore no leader. This therefore calls for the leaders in their institutions to demonstrate integrity, provide meaning, generate trust and communicate values. In doing so, they energize their followers; humanely push people to meet challenging business goals.

2.3 The Concept of Instructional leadership

The head teacher is an instructional leader and provider. It has often been said that the school principal wears many hats being manager, administrator and instructional leader at different points in a day. It is a balancing act of having to juggle between these various roles. Often times more attention is accorded to managerial and the administrative task and that of the instructional leader is relegated to others in the administrative hierarchy even though the core business of a school is teaching and learning. The instructional leadership by school leaders is a relatively new concept that emerged in the early 1980s which called for a shift of emphasis from principals being managers or administrators to instructional or academic leaders. This shift was influenced largely by research which found that effective schools usually had principals who stressed the importance of instructional leadership, (Brookover &Lezzote 1982). Later in the first half of 90s, attention to instructional leadership seemed to waver, displaced by discussions of school based management and facilitative leadership, (Lashway 2002). Recently instructional leadership has made a comeback with increasing importance placed on academic standard and the need for schools to be accountable.

Leithhood, (1999) define the instructional leadership as an approach to leadership that emphasizes the behavior of head teachers as they engage in activities that directly affect the growth of students academically. This definition relates the activities that the head teacher performs that impact on pupil's performance. While most would agree that instructional leadership is critical realization of effective schools, it is seldom practiced. For example, among the many tasks performed by principals, only one tenth of time is devoted towards providing instructional leadership, (Stronge, 1988). Even today, school leaders continue to seek a balance in their role as a manager, an administrator and instructional leader. Interestingly, among the reasons cited for less emphasis given to instructional leadership is the lack of in-depth training for their role as an instructional leader, lack of time to execute instructional activities, increased paper work and the community's expectations that the head teachers' role is that of a manager, (Flath, 1989; Fullan, 1991).

Hallinger & Heck (1996) define the term as consist of behaviors of the school head that set high expectations for the learner's academic performance. They proposed a model of instructional leadership that consists of specific junctions within the three broad categories. These are: defining the school mission; managing the instructional programme; and promoting school environment. There is considerable empirical support for the model particularly as it relates to student outcome, (Hallinger, 2003). These functions are central to quality performance in schools but without the expert knowledge and skills of the head teacher it is null and void. Instructional leadership differs from that of a school administration or manager in a number of ways. Head teachers who pride themselves as administrators are too pre-occupied in dealing with strictly administrative duties compared to head teachers who are instructional leaders. The latter role involves setting clear goals, allocating resources to instructions,

managing the curriculum, monitoring lesson plans and evaluating teachers. In a nut shell, instructional leadership entails those actions that a principal takes or delegates to others to promote growth in pupil learning, (Hallinger, 2005).

More recently, the definition of instructional leadership has been expanded towards deeper involvement in the core business of schooling which is teaching and learning. Blasé & Blasé (2000), expressed instructional leadership in specific behaviors such as making suggestions, giving feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities and giving praise for effective teaching knowledge and the instructional leader inherent in the concept of an instructional leader is the notion that learning should be given top priority while everything else revolves around the enhancement of learning which undeniably is characteristic of any educational endeavor. Krug (1992) posits that instructional leadership involves the strategic application of knowledge to solve context specific problems and to achieve the purposes of schooling through others. This affirms the fact that head teachers must be leaders in order to influence what goes on in school. Hence to have credibility as an instructional leader, the principal should also be a practicing teacher. Given their position, head teachers preoccupy themselves so much with administration rather than being instructional leaders.

2.3.1 Instructional Supervision

According to Wehmeier (2004), supervision is the act of being in charge and making sure that everything is done correctly and safely. Literally, the term "Supervision" implies 'super attention' to "watch over" "direct", or "to oversee". The common idea seems then a common vision of what teaching and learning can and should be, developing commonly designed Supervision strategies and enabling learners to learn

effectively in a democratic way of life. Wehmeier (2004)concurs by saying that supervision is the act of being in charge and making sure that everything is done correctly and safely. This implies that an effective supervisor explains what is to be done and the results of a good job, usually based on set targets and standards.

Unfortunately, a general observation shows that supervisors behave as a dictator. This creates fear, hence minimum performance by workers,(Sergiovanni, 1999). When this happen the whole aim of "helping" is directed to scaring and even destroying and so defeats the very purpose for which it was meant. Supervision is a linchpin to effectiveness and efficiency, so for the delivery of quality products in our school, the head teacher is mandated to carry out supervision and is in charge of the success or failure of the school. The head as a team player has to function together with others so as to achieve intensions set. It's evident that initially instructional supervision had no weight as Starrat (1990) puts it that a good deal of supervisors time was spent on administrative matters, through the paradigm shift in educational changes it has become an 'in – thing' with instructional supervision taking the lead, (Sergiovanni & Starrat, 1988). In a school set up, supervision draws its foundation and data from the events that take place inside and outside the classroom. Instructional leaders need to know what is going on in the classroom, an opportunity to walk the factory floor. Many a time, principals 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. The analysis of events in the school and the relationship between the head teacher and the teachers form the basis of the programmes, procedures, and strategies designed to improve teaching and learning process, (Mbiti, 1974).

Eshwani (1993) held the following role of the head teacher as a supervisor in school; the head is responsible for the overall running and control of the school and for the maintenance of the tone and all- round standards, the organization and control of staff both teaching and none teaching is all part of the heads duties. In particular, he or she must check the teaching standards by reference to schemes of work, lesson notes, record of work done and pupils' exercise books.

Okumbe (1999) suggest that the head teachers' role as instructional supervisors subsumes the following:

i. Helping teachers in the formulation and implementation of scheme of work;

ii. Evaluation of instructional programmers in schools and overseeing implementation of curriculum change;

iii. Ensuring delivery of instrumental resources;

iv. Helping in conducting and coordinating staff in- servicing;

v. Advising and assisting teachers in instructional programmers.

vi. Producing funds required for instructional purpose and receiving community feedback about school programmes.

From the above literature, it is plausible that head teacher cannot be separated from supervision of teachers and instructional activities. This is because it is through this act that the head teacher gets a clear framework of activities and responsibilities of each member of staff in school. Supervision of instruction is a basic requirement in schools administration as it brings on board tactics of efficient and proper personnel management with an aim of steering their efforts towards desired educational goals of a community. The most effective form of supervision takes place when the learners, teachers and parents perceive the head as a person who knows the goings –on in

school. Although at times the head need to work quietly in the office with the door closed for reasons of confidentiality, but he or she must strive always to be visible when pupils and teachers are arriving at the school.

Supervision of instructions is a life – blood of any school and this role is bestowed on the heads of institutions. It is indeed true that school activities remains the head of institution's responsibility; he or she needs to ensure that delegated tasks are actually carried out on time and in a proper manner. This can be achieved through getting feed back or administrative functions and curriculum implementation. Teklemariam, (2009) has conceptualized supervisory role of head teacher into two broad areas; namely: - the overseeing function (maintaining system – level norms) and the helping function/promoting change and development. The overseeing function involves directing, controlling, reporting and commanding. By extension, this implies that the one who has the authority to supervise has to understand the goals and objectives of the school and is in a position to play superior academic and professional roles over the teachers and learners. It is a process of overseeing people at their places of work in order to ensure compliance with established plans and procedure, (Saleemi & Bogonko, 1997). Helping function involves facilitating, supporting, guiding and assessing teachers and learners to grow professionally and holistically to achieve this function; the head of an institution does not need to employ a specialist in the subjects taught. She or he is an immediate supervisor and should be able to help the teachers in preparing the schemes of work and lesson plans. He or she is mandated to visit classrooms to see how teachers are performing their teaching duties; the function involves every day activities in the school, (Okumbe, 1999).

Supervision can be divided into two categories as conceptualize by Okumbe (1999) namely; general supervision and instructional supervision or clinical supervision. General supervision according to Okumbe (1999) cited in Teklemariam (2009) intends to achieve a lot of things, including supervisory activities that take place principally outside the classroom such activities include among others writing and revision of curricular, supervising staffing, guidance and counseling services, consolation services, programme development, PTA meetings, and evaluation of educational programmes. The principle of general supervision is to ensure that tasks are carried out efficiently, that staff behaves in a professional manner towards each other and that there is accountability towards the learners, parents and the immediate community and wider community.

Instructional supervision also called clinical supervision is the rationale and practice designed to improve the teacher's classroom performance. According to Goldhammer, Anderson & Kvajewski (1980) it involves all the activities that are undertaken to help the teachers maintain and improve their effectiveness in classroom teaching. It involves head teacher and teacher interaction in the analysis of the classroom instructional activities and solving day to day problems affecting the teaching and learning processes. For example, it ensures that a teacher assigned to subjects suitable to him/her and is encouraged to develop in handling those subjects.

Teklemariam, (2009) noted that in an ideal world, where all the staff are trusted to carry out their duties in teaching or assigned tasks and roles, supervision is a theory. However, not all teachers will do or rather comply with the procedures without an aspect of supervision. Hence instructional supervision by head teachers must be carried out in order to realize the following aims as put forward by Teklemariam (2009) that; it helps in:

i. Stimulating staff growth and pupils development

ii. Influencing teacher's behaviors and pupils performance in the classroom for example, the teacher should be helped to enjoy teaching.

iii. Fostering the selection, development and evaluation of adequate materials in the instructional field/ this could apply to the selection of textbooks and other teaching aids.

iv. Improving communication skills among the personnel in the schools, including teachers and other stake holders.

v. Helping teachers and pupils in problem solving.

vi. Encouraging healthy interpersonal relationships in the classroom.

vii. Creating a happy working atmosphere in the school.

Ngala (1997) in his study, suggested that head teachers need to supervise teachers by ensuring that; lessons are planned early; lessons are structured with an interesting beginning revision of previous knowledge, and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with the students and teachers follow – up curriculum strictly. The head teacher as the overall supervisor of all day to day activities in the school calls for his/her presence at school most of the time. Through supervision, head teachers activate academic activities which would help them achieve preset goals and correct any deviations.

Various studies do support the importance of supervision in raising teachers' productivity vis-à-vis pupils' success in examination performance, but this study does not justify their findings since they were conducted elsewhere. It's necessary for heads so supervise teachers so that they can be able to make suggestions to improve certain areas. Head teachers therefore play a pivotal role in ensuring that teachers

under them perform to their optimum. Silsil, (2008) recognizes the head as the overall supervisor of all academic and administrative activities in the school, and the one responsible for improving and maintaining high teaching and learning standards in the school. Teachers therefore perform their duties under the directions and guidance of the head teacher. The significance of instructional supervision in lesson planning, preparation of lesson notes, inspection of records of work covered, schemes of work, lesson attendance, utility of the lesson prescribed times, giving class assignments and corrections and giving reports at the end of every week as teacher on duty, have all been argued to contribute to better performance in examinations. Hence questions arise as to why schools still get dismal performance

2.3.2 Monitoring pupils' progress and evaluating instructional activities

Monitoring has been viewed as collecting information at regular intervals about ongoing projects and programmes within the school system concerning the nature and level of their performance. Regular monitoring provides baselines against which to judge the impact of inputs. Schmoker (1996) defines monitoring as analyzing what is being done against the results obtained. Schmoker pointed out that monitoring requires regular reviewing and refining the processes that must directly contribute to designate results. The task of head teacher in school is to monitor what happens and take keen interest in the actual learning of pupils in classroom. It involves keeping watch over, supervising, checking with a view to collecting certain specified categories of data. Fullan (2008) has maintained that team members sharing evidence of students learning by examining student assessment results creates positive pressure which is a powerful tool for improvement. It is therefore clear that pupils' assessment is vital if quality results are to be realized. According to Peterson (1999) using student assessment results and evaluation data to determine if instructional expectations and

goals are met is critical to positively impacting teaching practices. This implies that for heads to be efficient school leaders, they must regularly visit classrooms and check what goes on in class by checking pupils work. Marzano &Waters (2009) have described monitoring student achievement and instructional goals as pivotal administrative responsibility needed for improving students' achievement.

Krug (1992)also recommended that heads should closely monitor and understand how teachers work in the classroom on a regular basis to check on the following areas of concern; home work; pupils while they work; questions and learning problems; classroom testing and review pupils performance data. He further recommended that the head of school should visit classroom more often and take note of what kind of teaching goes on in the classroom. Most heads of schools concentrate on analyzing examination results of pupils and forget that the opportunity to learn and content performance also contribute to the outstanding or poor grades. There is need to monitor both teachers work and pupils work to ascertain how many hours of teaching and learning is lost to teachers and pupils absenteeism as well as late lessons attendance by teachers. They too must assess how much teaching lesson notes have been given to pupils and whether their books are checked and marked up to date.

The oxford school dictionary (2003) defines evaluation as to estimate or asses the worth of something. Maranya (2001) and Nyangeri (2005) pointed out that evaluation in a school set up is important because the school head need to know what has been achieved and to enhance the effectiveness of the individual teacher or student. Evaluating learning is not easy because no one can observe it directly. The measures that are used in monitoring provide feedback to teachers and students as well as other stakeholders who are responsible for making changes to ensure effective continued learning in schools. Evaluation enhances improvement of teachers work and helps

them to keep pace with new knowledge on effective teaching and to guarantee better quality teaching, (Stronge, 1993).

Effective evaluation in the school is a non-threatening activity and is done frequently to provide continuous feedback for the purpose of academic improvement but it not for making major decision about a student and a teacher. Feedback enable teachers to make corrections ,re-teach encourage student efforts and sometimes change their practices in such a way that errors are treated as learning opportunities but not test failure and should thus lead to additional instruction and practice opportunity. Quality student assessment is designed by teachers to provide useful feedback and avenues for learning. A variety of measurement procedures and tools are available for monitoring student learning.

Mbiti (1974) points out that educational system exist to meet the needs of student and the community and therefore all elements in including personnel evaluation should be directed toward the achievement of that purpose. Teacher evaluation is the responsibility of the school principal and the ministry of education and its main purpose is to ensure that children are well taught. Teachers also do not like evaluation because they are suspicious of the evaluator's motives and dislike methods used to assess their work. (Mclaughlin, 1998), sometimes head teacher have been found to conspire with teachers to protect their own and each other's territory, rather than being sensitive to the improvement of leading for the benefit to the improvement of teaching for the benefit of the leaner's.

Darling-Hammond, (1999) points out that it is good to win the trust of teachers by overcoming the resistance and negative attitudes that exists about teacher evaluation in order for any successful evaluation to take place. In the process of evaluation,

performance gap which is the difference between organizations desired and actual performance level is determined. The head teachers are responsible for monitoring and controlling standards. The control process consists of four basic steps that are used to establish performance standards by measuring performance, comparing performance against standards, evaluating and correcting action performance standards and targets are set with the leadership of the head teacher without such targets, school heads cannot accurately gauge the effectiveness of the schools' effort. The head teacher must work in hand with the teachers as they are actual facilitators or coaches. They use classroom presentations or individual instruction to help learners learn and apply new concepts in their subjects or such as teachers observe and evaluate learners performance potential, use new assessment methods, prepare report cards, meet with parents to discuss learners academic progress and problems that may hinder performance.

The purpose of educational evaluation is to help reduce the gap between what is and what should be. School evaluation is an indispensable administrative task. It serves three different purposes, to comply with administrative demands, to fulfill accountability purposes and to ensure pedagogical and managerial improvement Evaluation involves making judgments about achievement in terms of set goals. No wonder Olembo (1992) argue that evaluation is an appraisal of policy objectives and accomplishments, and its purpose is to clarify the discrepancies of the policies that have been implemented. It is concerned with determining the extent to which a school or any other organization has achieved its goals.

Formative evaluation involves all the techniques that are used when the teaching and learning process is taking place in the school. Teklemariam (2009) any of the following techniques can be used:

Progress tests-- they can be administered daily, weekly or even monthly as continuous assessment. They are called progressive tests since they help educators know or establish the progress students are making in their studies. This helps the teacher to determine if the students are experiencing difficulties, analyze these and take immediate actions. I would be fool hard to till the students are in final grade to establish their level of learning.

Diagnostic evaluation is also considered along progressive evaluation. It involves evaluation in a class or during lesson. A good example of this are the equations a teacher ask the normal teaching learning sessions so as to ensure that the students are following the lessons contents.

End of term examination. This is the examination that is taken by pupils at the end of school academic term. It takes into account all that a student has learned during the term. It acts as guide to what will be expected at the end of the course. It's therefore the head teacher task to monitor this progress and to understand every details of the outcome

Formative evaluation is to ensure that the teacher is on the right track right from the start, it acts as an aid to the teacher as it helps in monitoring his teaching strategies then modifies them accordingly so as to satisfy his /her class while summative evaluation comes at the final stage of a programme. It acts as a summary and is applied when a programmed has been fully implemented. For instance, pupils who have enrolled in school and finally sit for the final examination for instance, (KCPE) Kenya certificate of primary education in primary level. Evaluation entails motivating of pupils work, teachers, curriculum implementation among others.

Hallinger (2003) say evaluation is done using exercises given daily or after some content taught, homework given to learners at the end of the day, practical given in the laboratory, group work, discussion, tests and end of term examinations. The head teacher should ensure quality instruction takes place in schools. According to Too (2009), the head teacher ensures that teachers have their professional tools prepared as per the syllabus and that these tools are used well for instructional purposes, Too further commented that a well prepared and used scheme of work helps the school to have an organized system of content coverage for a period or course in a subject. Robinson (2007) principals also checks mark books to see if pupils progress records in internal exams are kept up to date and that each of the learners is showing improvement and if not strategies to be put in place. It is therefore evident that head teachers play a crucial role in ensuring that monitoring and evaluation of pupils be carried out with diligence. Reeves (2006) has maintained that leadership from administration in helping teachers to evaluate student results so as to positively impact their teaching practices is necessary for improved student achievement.

2.3.3 Instructional Environment

Environment in an educational setting refers to the atmosphere, tone and ambience setting. The inside classroom environment is concerned with the feelings, experience and participation of pupils. Nijhuis (2005) reported that there exist a relationship between teachers' strategies and learning environment and that teachers can teach better and pupils are able to learn better .Favorable learning environment also improves academic and professional standards of the school and leads to higher achievement (Godlard 2000, Hecko, 2000).A school should develop vision and mission statement that provides clear guidance on purposes. This will enable everyone to work towards the same direction. Missions refers to the reason why the

organization exists, it can also be said to the philosophy of the organization. When other reason is put in clearly stated terms, it shows the core value or purpose for the organizations existence, thus called a mission statement. Does the school have a clear, customers-focused vision statement and function mission for division or classes? Translating this statement into exist outcome for school leavers? These standards should emphasize developing pupil's abilities to save real life problems and shaping their future through attaining quality marks. The vision and mission stamen when clearly understood by everyone in institution will to setting of short term and long term goals. A transformation of vision and mission into achievable goals helps an institution to become transparent to its own employees and stake holders. The head of the school must have a plan, a road map that leads to a designated point that is a goal. Robinson (2007) noted that an instructional leader needs to have a detailed plan on how to bring up academic excellence in the school. This plan according to Robinson should have goals, objectives, strategies, action plans, time frames and supervision.

The school leadership's role is to ensure that all school activities are geared towards achieving the goals of education. As an instructional leader, the head teacher should have a clear vision of the school and academic performance and what their leaner's need to achieve. Cotton (2003) asserted that, the establishment of a clear focus on student learning by having a clear vision and mission clear learning goals and high expectation for learning for all students will improve leaner's academic achievement. Fullan, (2002) also pointed out that having an academic vision provides guidance and direction for the school, staff pupils and the administration. It is therefore imperative for the head teacher to communicate the schools' visions and missions to all the stake holders of education within the school. This is vital has it has an influence on the objectives and the policies. Locke & Latham, (1990) observed that policies made

need to reflect the school's mission vision and goals and show her highly engaged learning.

Sergiovanni (1999), Fullan (2002) Robinson (2007) from the various scholarly findings asserted that instructional leaders need to collaborate with staff and the leaner's to shape the school as a learning place and share the vision. Robinson (2007) added that schools mission and vision needed to be communicated to all those who are concerned with the instructional activities. It is the role of head teachers to work with staff and defining the instructional shared goals that are used in decisions and providing targets for process. Locke & Latham (1990) observed that shared goals and objectives foster group unity and help great a culture and environment characterized by high learner's academic achievement. This will be a vital as it motivates the learners and the instructors who are the teachers. Effective leaders are proactive and future oriented. They are not past oriented or reactive (D'Souza, (1997) they find ways to anticipate future events and influence them in advance. They do these because they have clear goals and developed plans and scheduled for achieving them assume personal responsibility for implementing and following this plans and schedules and lastly they persevere in the face of setbacks.

Head teacher can help staff develop a shared vision of an excellent school; promoting and protecting the school values; developing a clear curricular focus in the schools for the benefits of all levels and finally develop a positive school attitude that encourages norms of collegiality among staff and students hence promoting positive instructional environment. The importance of a clear mission for schools cannot be over stated. The culture, ethos and environment is linked the quality of leadership in the school. Research indicates that effective principles work with teachers to develop shared vision of what the school should be accomplishing for students. (Fullan, 2008), the

head teacher must take action and help create the conditions for others to take action. It is in fact a dynamic and fluid relationship in which the mission of the school is shaped and reshaped as people try to bring about improvement. There is a powerful need for leader and the whole school to articulate clear values and vision in a time of rapid changes. Effectiveness of a leader lies in the ability to make activity meaningful not to change behavior but to give others a sense of understanding of what they are doing. Therefore, the need for head teacher to explain the mission to others, for them to understand and not just impose a mission that members are not involved in its formulation. In other words it must be communicated in a way which secures commitment among members of the organization.

The shared mission must pervade day to day activities in the school and commitment to it must shape every interaction of teacher and learners. This is the type of outlook required to create this in the primary schools so as to guide and give directions. The educational needs and instructional programmes for the school will be determined in the light of the mission statements which will substantiate the importance leadership processes where in policies are formulated, priorities are set, plans are made, resources are allocated and teaching and learning process proceed, with regular and systematic improvement of the programme. On this aspect Strarrat cited in Wekesa (1993) noted that: The leader implants the vision in the structure and processes of organization so that people experience the vision in the various patterned activities of the organization. This study therefore seeks to find out the extent to which heed teachers communicate school mission goals and objectives for improved academic standards.

Instructional leader should promote instructional environment by motivating and inspiring people to work together in the achievement of common objectives. Leaders who are motivated perform well in their work hence create a positive instructional environment. Motivation refers to the process both instructive and rational by which people seek to satisfy the basic drives, perceived need or a personal goal which triggers human behavior, (Cole, 1999). Scholars argue that a school is as good as a leader. Motivation is an aspect of leadership function. It is necessary as a means to induce people to work, as they are able to train to do so willingly (Bird, 1989). Motivation is propelling or stimulating people to action so as to accomplish desired goals. Motivating other people is about getting them to move in the direction you want them to go in order to achieve a result, (Armstrong, 1996).

Instructional leadership plays a pivotal role in ensuring that the staff development is design to achieve the objectives of high levels of learning for adults and students alike, (DuFour, 2004; Marzano, Waters &McNulty, 2005). Therefore, both the learners and teachers must be motivated in order to achieve desired goals. Creating a high performance organization require understanding of the factors that motivates or demotivates workers. According to Okumbe (1999), the rewards may be extrinsic such as pay, promotion and recognition or they may be intrinsic such as being satisfied with doing good job and enjoying the work itself.

Nzuve (1997) noted that a happy and motivated workforce is normally more productive and experiences fewer incidents of absenteeism, turnover and tardiness than those that are not satisfied. It is therefore evident that a manager gets results through their people its effectiveness depends to a large extent on the willingness of his employees to do the assigned task with interest and enthusiasm. Amstrong (1996) defined motivation as a process of stimulating people to action in order to accomplish

desired goals. Motivation is reflected in both enumerative and normative forms. The economic or material gain like pay package or compensation rates whereas normative forms pays a lot of attention to value for instance, being mindful of workers, treating them well with respect and human dignity, giving them symbolic rewards like thanking them, certificating them for good work. It is also important to recognize the worth of individuals in an organization and to create avenues for empowerment, hence head teachers must assist in designing staff development that increase the schools' capacity, allocation of resources and model lifelong learning by becoming an active participant in all staff development activities. Elmore (2005) argued that the problem of increased student improvement is one of building capacity and empowerment is not possible if control is limited to individuals or few. Elmore advocated broadened distribution of leadership as the specialization of responsibilities based on predispositions, skills, interests, attitudes and prior knowledge. Elmore further clarified that then leaders role be of;

> *Organizing those diverse competencies into a coherent whole (and this) requires an understanding how individuals vary, how the particular knowledge and skills of one person can be made to complement that of others. In addition, organizing diverse competencies requires understanding when the knowledge and skills possessed by the people within the organization is not equal to the problem they are trying to solve, searching outside the organization for new knowledge and skills and bringing it into the organization. (p.15)*

Another way of promoting instructional environment, provision of teaching and learning materials is a pre-requisite to quality education in our schools. Availability and allocation of instructional resources play an important role in the teaching and learning process in schools. Once teachers have been posted to the schools, the head teachers are encouraged to provide them with relevant teaching and learning materials in order to perform. It should be vividly noted that no matter how efficiently teachers

plan for instruction, without instructional resources the whole effort is at stake. Pupils and teachers require adequate materials such as textbooks, chalks, dusters, furniture, without which teaching and learning will not be on schedule,(Mpeirwe, 2007).

Availability of instructional resources enables practical involvement of pupils, both physically and mentally. As pupils interact with learning materials and their teacher through doing, learning is made more real. On the other hand, if you stress more on theoretical teaching, your pupils will get easily bored and can easily give up. With the guidance of the teacher, the learner gets actively involved as a participant, not a passive listener, (Nduhukire, 1996). Provision of resources and learners interaction not only boosts child's intellectual capacity but also their achievement, their imaginations, their self-expressions and a good teacher pupil relationship. During instruction the role of a teacher is to facilitate learning which is only realized through a good rapport with the learners. This is because the ideal model of teacher/ pupil interaction is one of the mutual regard in which the child feels assured that their contributions are valued,(Blasé & Blase,2004)

According to Too (1996) teaching materials are important in schools because they are based on psychological principles of learning and can produce significant results. Head teachers should allocate principles of learning and can produce significant results. Head teachers should allocate resources to the various departments in the school as per their requisition. The scenario is a clear indication that provision of learning resources is a' *Sine Qua non*' to efficient and effective teaching and learning in schools. Indoshi (2002) further pointed out that the availability of enough and relevant resources teaching materials is important if teachers are to avoid over-emphasis on routine skills. Therefore availability and use of resource materials

increases efficiency in the school system. The study of allocation, control and custody of resource materials lies squarely within the realm of the head teacher's office.

Ngala (1997) did a study on management of teachers by Head teachers and its influence on pupils' academic achievement. The study found out that there was a strong positive relationship between allocation of instructional materials and pupil academic performance in national examinations. It was recommended in the study that: Proper budgeting should be done in schools to purchase needed materials in time, teachers should submit lists of materials of books required in time to facilitate proper acquisition of the same, heads of schools with limited resources should approach donors for funding. It is therefore evident that head teachers need to allocate relevant instructional materials when needed by teachers.

For effective implementation of a curriculum and performance, availability of materials and other resources are necessary. Viking (2002) emphasized that the teacher is seen as the agent responsible for developing the training environments. Appropriate learning resources have several advantages for one in classroom despite time taken in preparing them. A teacher who has adequate and relevant teaching materials and facilities is more confident, effective and productive, (Kochar, 1990). Instructional resources are therefore, crucial for successful implementation of curriculum and their supply should be continuous and adequate with proper system of distribution as well as appropriate storage facilities, (Abagi, 2001).

Konchar (1991) carried out study on the use of instructional resources in teaching History; the study established that some useful instructional resources were chalkboard, excursions, field trips, drama, models, chats, maps, pictures and textbooks. Robinson (2007) observed that, the head teacher should also oversee the

utilization of teaching and learning resources this creates appositive instructional environment. The findings of a research conducted in the Philippines by Psacharopolous &Woodland (1985) showed that textbooks are an effective means of improving academic achievement. They further stated that when relevant resources are available, teachers and learners have materials to work with. Hence, books are an invaluable source of reference, because of this they must be made available. In the study area, performance has persistently remained low. The head teachers have not taken seriously the importance of providing favorable instructional environment.

2.4InstructionalLeadership and academic performance

Instructional leadership just as styles of leadership vary considerably and necessarily so as different types of leadership are better suited to certain situations than to others. Particularly, successful styles of leadership in one set of circumstances may be most unsuccessful in another setting, (Hoy & Miskel, 2001). Recent studies of leaders reveal this scenario, that leaders do not use the same styles of leadership all the time. Effective leaders change their style according to the situation, (D'souza, 2007). This implies that when a situation calls for an autocratic style, they use it. The leaders can revert just as easily to a democratic when situations demands it, the most effective style, therefore, is that which is the most appropriate in a given situation.

Leaders and their styles affect everyone and everything within an organization, (D' souza, 2007). He further pointed that all leading authorities tell us that a direct relationship exists between leadership styles and the behaviour of the people they lead and the organization environment. It's therefore evident that head teachers leadership styles in schools have an impact in the resulting subordinate behaviour and thus productivity. Leaders are indeed, responsible to get work done with and through people. It is imperative to note that leader's styles change from group to group and

from situation to situation. Exercising strong directive power provides effective leadership when groups lack a sense of direction or purpose. When groups have clear directions and function well, non – directive styles of leadership work more effectively. Groups sometimes need re – orientation and at other times they need encouragement. Leadership is a combination of specific personal attributes which arise in specific situations as Stogdill writes; Strong evidence indicates that different leadership skills and traits are required in different situations. The behaviors and traits enabling a mobster to gain and maintain control over a criminal gang are not the same as those enabling a religious leader to gain and maintain a large following. Yet certain general qualities – such as courage, fortitude and conviction appear to characterize both. The character and personality of the leader are important factors to take into consideration but as Stogdill argued that psychological traits by themselves have little predictive significance. In combination, however they show distinct leadership qualities. It is worth to note that leadership requires the application of a wide variety of skills. No single trait, even when you have mastered it, suddenly makes you an effective leader, (Pettinger, Nelson & Economy, 2007). Leadership style do depend to a larger extent on the leaders values and preferred style of operation, (Maxwell, 1999). A leader who is both self confident and confident of the subordinate's competence and trustworthiness may allow a greater of flexibility and more decision – making at lower levels.

On the other hand, a leader who lacks both self confidence in others will need greater personal control and insist on all decision being taken only at the highest level. It is evident that, how leaders use their power affects both the productivity of the group and the freedom of subordinates, (D'souza, 1994). If these leaders use less authority and power, the group members gain greater freedom in decision making and when

they use more power, the freedom of the group declines. It is therefore evident that the qualities that make a good leader will be determined to a large extent the circumstances under which the leadership has to be exercised or rather the attributes that are actually brought into play will be so determined. In other words different situations will require the display of different qualities from the same individual, (Eyre, 1982).

A school head may require strict and absolute obedience in certain situations or matters from both the staff and pupils and yet be very flexible and consultative on other matters. Degree of flexibility may depend on the related factors of the type of work group, the type of task and environment, (D'souza, 1994).Personality of group members influences the leader's style of leadership. For instance, the leader permit groups greater freedom if the members have relatively high need for independence, have a readiness to assume responsibility; have a relatively high tolerance for ambiguity, have the necessary knowledge and experience to deal with the problem and expect to share in decision – making but the opposite also may apply and thus change the style of leadership. Leaders can improve their performance and effectiveness by their ability to influence the group and its members in achieving a common task, (D'souza, 2007). This implies that the leader ensures that the required task gets carried out; meeting the needs of their groups for team work and team morale and developing and satisfying individual needs within the group.

Instructional leadership helps in division of work and assignment of duties for the achievement of the educational objective. It is the obligation of the supervisors to train and develop their teachers and other subordinates so that the constantly recurring departmental problems can be solved efficiently and effectively, (Okumbe, 1999). Headteachers who delegate value the people there in and thus enhance subordinates

and non – subordinates staff morale. This translates to high performance. The headteacher who regards discipline of pupils as of importance propels good performance. This is so because discipline in itself is the epicenter of success of a school. This is because the efficiency and effectiveness of all organizational activities depend on the overall organizational degree of discipline. Since the effectiveness of educational organization is reflected in the level of both academic and psychological achievements of students, the discipline of the student is imperative, (Okumbe, 2001). Effective management of student requires that a comprehensive effort is made by the management to ensure that the student's activities and operations in an organization are efficiently and effectively administered, (Okumbe, 2001). The leader sets the time and is largely responsible for the 'atmosphere' of the work area without good leadership from the manager, the morale of the staff will be low and this will lead to low production, (Hersey et al, 2000). Headteachers can improve performance if they provide effective leadership; they ought to develop sense of judgment for what is appropriate behaviour in any given situation. Since leadership styles exist on a continuum a leader should adopt his leadership style to suit the demands of differing situations.

2.5 Summary

The literature reviewed offers a spectrum of information that relates to leadership in schools and how that leadership influences academic performance. Young and Dulewicz (2008) assert that leadership is oriented towards driving change, empowering others and building systems to support organizational goals. Wango (2009) feels that educational leadership and its development is essential in mobilizing resources to be used in instruction, this raises the educational standards. He concluded that it is important to view leadership and management as the major determining

factors of the quality of education and thus school academic performance. The literature further revealed that to succeed depend on how one set the goals and provide the direction, (Okumbe, 1999). Therefore, head teachers being in the helmet of leadership must be the one to provide direction on all activities being undertaken in the school.

Eshiwani (1993), Okumbe,(1999) and Kipnusu (2001) emphasized on the training of head teachers to improve their effectiveness after realizing that most of them take up managerial positions before training in leadership. Kaliny (2011) undertook a study on leadership and resource mobilization in Baringo County and concluded that the head teacher must be a resource mobilizer for any improvement in academics to be realized. Ojuma (2009) while investigating on school effectiveness and improvement looked at the core correlation between quality of teaching and the learner's academic achievement. His study centered more on how teachers provide quality teaching. In addition, Too (2009) researched on the head teachers' staff management practices and their influence on students' academic performance and concluded that the role of head teacher in managing teachers is of paramount importance in achieving academic success. The core business of a school is instruction, and the person placed in the helmet of leadership need to embrace this role. Fullan (1991) noted that instructional leadership is required if a school has to be effective.

The reviewed literature revealed that most studies have been written on leadership and academic performance but there is still a gap on the role of head teacher as an instructional leader and its effect on pupils' academic performance. This therefore prompted the researcher to delve into head teachers' instructional leadership and its effects on pupils' academic performance in Ol'lessos Division in Nandi County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter describes the research design, the study area, target population, sample size and sampling techniques. It also focuses on the research instruments, validity and reliability of research instruments, data collection procedures, data analysis techniques and ethical considerations.

3.1 Research Design

The research design is the overall plan and procedure for research that span the decisions from broad assumptions to detailed methods of data collection and analysis, (Johnson & Onwuegbuzie, 2006). The study employed descriptive survey design. The design generally entails describing the state of affairs as it exists. It involves the description, recording, analysis and interpretation of conditions as they exist, (Kombo & Tromp, 2006). The design involves seeking opinions and feelings of respondents on the influence of selected instructional leadership practices on performance and the leadership style adopted by the headteachers. Mugenda & Mugenda (2003) asserted that descriptive survey are intended to answer questions concerning the current status of subjects in the study thereby determining and reporting the way things are. The procedure involved a systematic collection of data from the study population by use of questionnaires and interviews. Therefore, descriptive research design was found appropriate to the current study and also minimizes bias and maximizes on reliability of evidence collected, (Kothari, 2003).

3.2 The Study Area

This study was carried out in Ol'lessos Division of Nandi East sub-county in Nandi County, Kenya. There are 88 K.C.P.E schools in the whole sub county and has two educational Divisions, Ol'lessos and Nandi-Hills. Ol'lessos Division has 30 K.C.P.E schools and is divided into two educational Zones, Ol'lessos and Koilot. The main occupation of the residents is farming. The area is agriculturally productive and receives adequate rainfall and has good soil enabling it to practice both subsistence and commercial crop and livestock farming. This area has been selected for the study because primary level of education in the Division is riddled with series of problems, which include poor academic performance of pupils and disparity in attainment of quality marks in public primary schools.

3.3 Target Population

According to Kombo & Tromp (2006), study population refers to the group of people or study subjects who are similar in one or more ways and which forms the subject of the study in a particular study. The overall population of the study comprised of all 30 public primary school head teachers, teachers, and Education Officers in the Division. The sampling frames of the categories of respondents were obtained from Nandi East sub county Education office. The 30 head teachers, 259 teachers and CSO participated in the study. The study population was categorized further as shown in the table 3.1 below.

Table: 3.1.Target Population.

Zone	No. of schools	Head teachers	Teachers
Ol'lessos	21	21	141
Koilot	19	19	112
Total	**40**	**40**	**259**

Source: field data

3.4 Sampling Procedure and Sample size

The population being too large, the sampling technique was adopted in selecting a sample. According to Fraenkel & Wallen (2000) a sample of between 10 – 30% of the total population is appropriate for study. Mugenda & Mugenda (2003) also reaffirm that appropriate sample, for study should be $\geq$ 30% of the total population frame. Therefore the researcher decided to work with 50% of the head teacher's total population and 30% of teacher's total population. This yielded to a total sample of 98 respondents used in the study. However, 4 respondents were omitted due to incomplete questionnaires hence data from 94 respondents were used. A sample is the finite part of statistical population whose properties are studied to gain information about a whole, (Webster, 1985).Sample size has been defined as the number of items to be selected from the universe or population (Kothari, 2008).A sample is therefore a set of respondents from a larger population for the purpose of a study.

According to Kerlinger (2003) sampling is a procedure of taking any portion of a population or universe as a representative of that population or universe. Among the many sampling procedures stratified random sampling procedure was selected. The overall population was stratified into two zones, Ol'lessos and Koilot of Ol'lessos Division of Nandi East Sub-county, Nandi County. Simple random sampling was

used to get the schools and teachers proportionately. This technique enabled each and every member of the population to have an equal and independent chance of being selected as respondents, (Fraenkel& Wallen, 2000).The technique was appropriate as it provides a sample representative of the target population and prevents researcher's biases to come into play in the selection process, (Sowell, 2001).Purposive sampling technique was used to select head teachers of the selected schools and CSO officer. The table below shows the sample size.

Table: 3.2. Sample Size

Zone	No. of schools	Head teachers	Teachers
Ol'lessos	10	10	43
Koilot	9	9	35
Total	**19**	**19**	**78**

3.5 Research Instruments

Data was collected by use of questionnaires and interview schedules. Ogula (1998) posits that questionnaires and interview schedules are appropriate for a descriptive survey design since it is concerned with opinions, perceptions and suggestions. Selection of the instruments was guided by the objectives of the study and the nature of data that was collected. The data involved gathering views, opinions and suggestions. According to Bell (1993), such information can best be collected through the use of questionnaires and interview techniques.

3.5.1 Questionnaire

It was used as a tool for collecting data. Kombo & Tromp (2006) noted that this kind of research instrument gathers data over a large sample. A questionnaire that has both structured and unstructured questions were prepared and administered to the

respondents (head teachers and teachers). Questionnaire was preferred because it could be used to gather large amount of data from many subjects very inexpensively. According to Kothari, (2008), questionnaires are free from interviewer's bias as the answers are in the respondents own words. Respondents also have adequate time to give well thought out answers. The researcher prepared questionnaires and gave both the head teachers and teachers who provided information on the effect of head teachers' instructional leadership on academic performance. The questionnaires had transmittal letters informing the respondents the purpose for which the information they provide would be used as well as instructions on how to respond to each question. It comprised of two main sections. The first section contained structured questions seeking background information like gender, age, qualification and teaching experience. The second section contained like type questions which sought their views as regards instructional leadership practices of the head teacher.

3.5.2 Interview schedule

It is an oral administration of a questionnaire or an interview schedule which is face to face encounter, (Mugenda & Mugenda, 2003).An in-depth structured interview was conducted to gather insights of all respondents responsible for running of public primary schools in Ol'lessos Division. Interviews were chosen because they provided an in depth data which is not possible to get using a questionnaire. In addition, interviews were more flexible and the interviewer could adapt to the situation and get as much information as possible, (Mugenda & Mugenda 2003). Interview schedule was administered to the CSO officer in Ol'lessos Division.

3.5.3 Document Analysis

Documents are important source of data in many areas of investigation. Examination documents from the SCDO's Ministry of Education were utilized to establish K.C.P.E

results analysis to compare results of schools and Divisional mean scores in the previous years.

3.6 Reliability and validity of research instruments

3.6.1 Validity

Kothari (2008) describe validity as correctness, soundness of result and conclusions reached in a study. According to Fraenkel & Wallen (1993) validity has in recent years been defined as the appropriateness, rightfulness and usefulness of the specific inferences researchers make based on the data they collect. So it is the inferences about the specific uses of an instrument that are validated not the instrument in itself. Validity is the degree to which result obtained from the analysis of the data actually represent the phenomenon under study. To ensure instruments were valid for collecting data, supervisors and fellow students in the department of Educational Management and Policy Studies, Moi University and other educational research experts were sought to establish whether questionnaires and interview schedule were suitable and appropriate in collecting data.

3.6.2 Reliability

Reliability refers to consistency or stability in measurement (Christensen, 1988). An instrument is considered reliable if it produces the same or similar result each time it is administered to the same respondents. Kerlinger (1983)define the term as the consistency that an instrument demonstrate when applied repeatedly under similar conditions. To ensure reliability of questionnaires, a pilot study was conducted in the neighboring District (sub-county) of Wareng in Uasin-Gishu County having same characteristics but did not participate in the actual study. In this study the test re-test technique was used, the developed instruments were administered to 10 teachers and 2 headteachers. The responses from these respondents were scored manually. The

same questionnaires were administered again to the same respondents after an interval of two weeks. The responses were scored manually and a comparison was made on the two scores. A Pearson Correlation Coefficient of 0.72 was obtained indicating that the research instrument was reliable as it indicated a value close to positive 1, an indication of high degree of correlation between the scores. The questionnaire was therefore adopted for data collection,(Kothari,2008).

3.7 Data Collection Procedures

The researcher with the help of School of Education Moi University sought permit from the National Council for Science, Technology and Innovation (NACOSTI). The permit obtained allowed the researcher to conduct this study. The researcher visited the selected schools and CSO officer for purpose of introduction of self and intended study. This involved discussion on convenient dates and time for the interview with the respondents. The researcher also provided a letter of introduction to the sampled school heads of public primary schools in Ol'lessos Division and explains to them the nature of the study and how to go about filling the questionnaires, time and mode of collection of the completed questionnaires from the schools.

3.8 Data Analysis and Interpretation

Data was organized, gleaned, coded and entered into the computer for analysis. The Statistical Package for Social Sciences (SPSS) computer package aided in analysis of data. Data was analyzed using descriptive statistics which involved the use of frequencies and percentages. Qualitative data was analyzed thematically based on emerging themes and quantitative data was analyzed using Pearson Product Moment Correlation. It is used when both variables are continuous (parametric)- both variables have scores. It was chosen because it is best used when subjects are many.

3.9 Ethical Considerations

In conducting qualitative research it was critical that the researcher respect the rights, needs, values and desires of the participants, (Creswell, 2009; Merriam, 1998). Denzin & Lincoln (2005) also cautioned that because the objects of inquiry in interviewing are human beings, extreme care must be taken to avoid any harm to them. These guidelines dealt with voluntary participation, no harm to respondent's anonymity and confidentiality, identifying purpose, analysis and reporting. Each guideline was addressed individually with explanations to help eliminate or control any ethical concerns. The researcher ensured that participation was completely voluntary, avoided possible harm to respondents and protects respondent's identity. This was accomplished by exercising anonymity and confidentiality. To avoid confusion, cover letter clearly identified the research as being confidential in regard to responses and reporting the results.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings and interpretation of the results of data analysis of the study. The descriptive and inferential statistics was used to establish the influence of head teachers' instructional leadership on academic performance in public primary school. The findings are presented with respect to the study objectives:

i. To identify the leadership styles utilized by the headteachers in primary schools in Ol'lessos Division.

ii. To explore the influences of headteachers' instructional supervision on academic performance in primary schools in Ol'lessos Division.

iii. To assess the influence of headteachers monitoring progress and evaluation of pupils on academic performance.

iv. To examine the influence of headteachers provision of instructional Environment on academic performance.

v. To establish the relationship between the selected instructional leadership practices of the headteacher and performance of schools in KCPE.

From the questionnaires administered to head teachers, all were returned. This reflected a 100% response rate, while those of teachers return rate was 94% which is higher than the 70% threshold recommended by Kothari (2004). Therefore out of the sample of 78 teachers only 74 respondents in this category were used to analyze the data.

4.2 Demographic information of participants

This section presents the findings from the analysis of demographic data. The study collected demographic information of the participants in the study. This was necessary in order for the study to establish gender, age, academic qualification and working experience.

4.2.1 Distribution of respondents by gender

The study sought to establish the gender of the headteachers and teachers who participated in the study as presented in table 4.1. The findings revealed that majority 40(54.1%) of the teachers were female and 34(45.9%) of them male. Most of the headteachers 15(78.9%) were male, compared to 4(21.1%) female. This shows a gender disparity in the staffing of primary schools. It also revealed that perhaps female teachers do not accept or they lack qualities being looked for when choosing teachers for leadership positions given that they are the majority yet few in leadership position in Ol'lessos division of Nandi East Sub County.

Table 4.1 Respondents' Gender

	Teachers		Head teachers	
Gender	Frequency	%	Frequency	%
Male	34	45.9	15	78.9
Female	40	54.1	4	21.1
Total	74	100	19	100

4.2.2 Distribution of respondents' by age

The study sought to establish the age of the participants. This was necessary for the study to establish the age of headteachers and teachers in Ol'lessos division of Nandi

East Sub County as presented in table 4.2. Findings indicate that most 14(73.7%) of the headteachers and 40(54.1%) of teachers were aged between 41 and 50 years. However 3(15.8%) of the headteachers and 28(37.9%) teachers were aged between 31 and 40 years. Furthermore, 2(10.5%) head teachers were aged above 51 years. At least 6(8.2%) of the teachers were aged below 30 years. It was also evident from the findings that there were no headteachers and teachers aged below 30 and above 50 years respectively.The significantly old age of headteachers can be attributed to academic performance as they are experienced and have served in the position of headship for long. Teachers employed in public primary schools do not necessarily require a lot of years of experience and this can explain the relatively young age of majority of the teachers. These findings are similar to those of Too (2009) and Ngala (1997) who found that most of the headteachers were aged above 38 years and 40 years respectively.

Table 4.2 Distribution of respondents' by age

	Headteachers		Teachers	
Age (Years)	Frequency	%	Frequency	%
21 -30 years			6	8.2
31 – 40	3	15.8	28	37.9
41 – 50	14	73.7	40	54.1
51 and above	2	10.5		
Total	19	100	74	100

4.2.3 Distribution of respondents by level of education

The study sought to establish the level of education of the participants in the study. This was important as it would assist the researcher establish the highest level of academic qualification levels achieved by the headteachers and teachers in primary

schools as presented in Table 4.3. Majority 13(68.4%) of the head teachers and 40(54.1%) of the teachers had P1 certificate which is the basic requirement for employment in primary. This is the minimum academic qualification required for employment as a primary teacher. The findings clearly indicated that all teachers and headteachers were trained and qualified to work as teachers in primary schools. The table further indicates that 4(21.1%) of headteachers and 12(16.2%) of the teachers had attained a Bachelors degree in Education, while only 2(10.6%) of the headteachers and majority 22(29.7%) of teachers had Diploma qualification. This revealed that most of them have embrace professional development as shown in the table. It also indicated that all the headteachers had qualified to be appointed as heads of institutions s they are professionals.

Table 4.3: Respondents Academic qualifications

Qualifications	HeadTeachers			Teachers	
	Frequency	**%**		**Frequency**	**%**
P1certificate	13	68.4		40	54.1
Diploma	2	10.6		22	29.7
B.Ed	4	21.0		12	16.2
Total	**19**	**100**		**74**	**100**

4.2.4 Head teachers Experience

The head teachers were requested to indicate the number of years they had served as heads in their current station. The results are as shown in Figure 4.1. Majority (42.1%) of the headteachers indicated that they had been in the current school as heads for 11-15 years, with 26.3% for 16 to 20 years and 15.8% for between 5 and 10 years. About

85% of the headteachers had served for 5 years and above in the current station hence the performance could be pegged on their leadership and instructional leadership practices. Majority of the headteachers had headship experience of above 11 years; hence they could be able to handle their roles of instructional supervision, monitoring and evaluation of pupils' progress and provision of positive school environment.

Figure 4.1 Head teachers' Experience
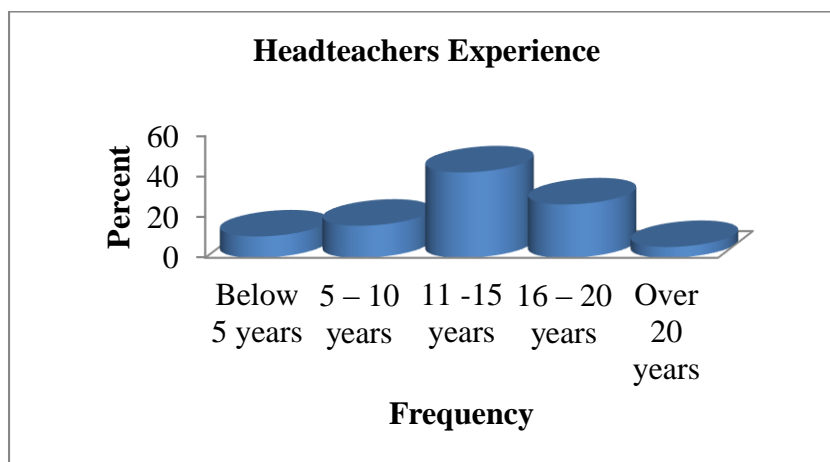
4.2.5 Teachers' working experience

The researcher wished to find out the number of years the teachers had worked in the particular school. From the study 31.1% of the teachers had taught for more than 20 years, while 21.6% had a teaching experience of below 6 years, 20.3% between 11 and 15 years and 16.2% between 16 and 20 years teaching experience as shown in Figure 4.2. Hence the results show that most of the teachers had worked for more than 11 years. This could enable them establish the role played by the headteachers in instructional leadership on academic performance in public primary school.

Figure 4.2 Teacher Working Experience

Teachers Duration in Teaching Profession
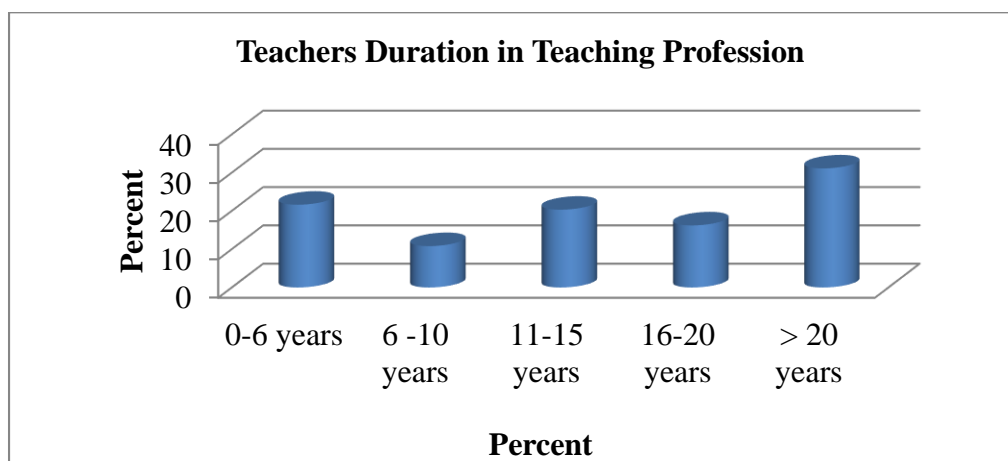
4.3 Leadership style utilized by the headteachers in primary schools

The first objective of the study was to establish the leadership approaches utilized by the head teachers in primary schools, hence the study sought to establish the leadership approaches utilized by the head teachers. The findings would enable the researcher determine leadership approaches utilized by the head teachers in primary schools in Ol'lessos division of Nandi East Sub County. This was obtained through identifying the perceptions of headteachers and teachers towards the leadership approach.

4.3.1 Teacher's views on Headteachers' leadership style

This section tries to find out the teacher's views on headteachers leadership style. The findings is summarized in Table 4.4 below

Table 4.4 Teachers views leadership styles use

Leadership style	Always		Sometimes		Rarely		Never	
	Freq	%	Freq	%	Freq	%	Freq	%
Democratic	48	64.9	21	28.4	3	4.1	2	2.7
Autocratic	4	5.4	30	40.5	18	24.3	22	29.8
Laissez-faire	2	2.7	7	9.5	20	27.0	45	60.8

Most of the teachers 48(64.9%) indicated that head teachers use democratic style with 21(28.4%)uses it sometimes, a few 3(4.1%) rarely and 2(2.7%)indicated never. This implied that majority of head teachers are willing to share with teacher's matters of instruction and that teachers are free with the heads. The finding concurs with Leithwood (2008), that relationships and collaboration matters. This finding therefore implies that there is trust and delegation of duties. This finding is in agreement with Leithwood & Jantzi (2005) emphasizes that there is need for leadership and team work to facilitate work plan and strategies.

It was also instructive to note that teachers also indicated that majority30 (40.5%) sometimes use autocratic style of leadership while 18(24.3%) and 22(29.8%) rarely and never use this style respectively. The use of autocratic may occur if teachers are not cooperative hence heads are justified to use autocratic as these leaders may achieve success particularly where there are apathetic or conservative staff, (Weihrrich & Koontz, 1993). The study revealed that the significant number of teachers who indicated that their head teachers never and rarely use implies that the head teachers understand the importance of participation and consultation which seriously curtail the capabilities of the team, (Jaques &Clement, 1991). It also indicated that perhaps their head teachers understand the importance of consultation because decision-making processes, power and authority are largely decentralized, (Boles & Troen, 1992).The findings further revealed that head teachers still use autocratic style this relates to findings according to Mbiti, (2007) states that autocratic leaders collect information and unilaterally make decisions.

On Laissez –faire style, the findings revealed that most of the teachers 45(60.8%) indicated that headteachers never utilize this style. A significant number of teachers 20(27.7%) indicated that head teachers rarely use Laissez faire.However, it was also noted that 2(2.7%) and 7(9.5%) of the teachers indicated that their head teachers always and sometimes utilize Laissez faire style of leadership. This meant that teachers have been involved in setting targets thus encouraging team work. This implies that the head teachers provide just as much freedom of choice as members of the team require, (Bennett & Anderson, 2003).

4.3.2 Headteachers' views on their leadership style

The study sought the views of the headteacher's on their leadership approach as summarized in Table 4.5.

Table 4.5 Headteachers' leadership style

Leadership style	Always		Sometimes		Rarely		Never	
	Freq	%	Freq	%	Freq	%	Freq	%
Democratic	13	68.4	4	21.1	2	10.5		
Autocratic	2	10.5	10	52.6	3	15.8	4	21.1
Laissez Faire			3	15.8	3	15.8	13	68.4

Most of the headteachers 13(68.4%) indicated that they always use democratic style while 4(21.1%) sometimes and 2(10.5%) rarely. Hannagan, (2008) also concurs that a leader has to create trust in an organization by articulating values, and visions, leading by example and communicating with everyone involved. The head teacher therefore must be in the forefront of communicating the targets and objectives. This also concurs with D'sauza (2007) who stated that active encouragement, recognition and

appreciation of the effort made and recognition of the individuals' ability to do the particular tasks,

On autocratic leadership style, the head teachers indicated that majority 10(52.6%) sometimes use this style, while 4(21.1%) and 3(15.8%) revealed that they never and rarely use the style respectively. A notable 2(10.5%) of the head teachers said that they always use the style. It meant that most head teachers use autocratic only dictating what he/she thinks. This concurs with Hodge et al, (2006) that leaders who delegate as much as possible overlook some important needs of the staff. This occurs because they may assume their competence in some duties assigned, to handle other duties leaving the staff to their own resources.

On Laissez faire type of leadership the findings revealed that 3(15.8%) of the headteachers sometimes and rarely use with majority13 (68.4%) never use. This finding concur with the teachers response that Laissez faire type of leadership is not commonly used in their schools. The leaders should encourage team work and the leader provides just as much freedom of choice as members of the team require, (Bennett &Anderson, 2003).

The interview indicated that there are three types of leadership styles namely; democratic, autocratic and laissez-faire. The interview revealed that head teachers use all the styles but majority use democratic leadership style. This finding is similar to the findings from both teachers and head teachers. It also emerge that leaders are at liberty to use any style as situation calls for it. This is because leadership is a dynamic varying from situation to situation with changes in leaders, followers and situations,(Bennis,1990; Boles & Troen, 1992; Bennett & Anderson, 2003).This therefore signifies that democratic heads of institutions influence results positively.

4.4 Instructional supervision of the head teachers

The second objective of the study was to explore the influences of instructional supervision of the head teachers on academic performance in primary schools. The findings would enable the researcher determine how often the head teacher perform instructional supervisory practices in primary schools in Ol'lessos division of Nandi East Sub County. Supervision is a core business of a leader in an institution; it entails visiting classes to ascertain what goes on in relation to instruction, checking professional documents, checking if class assignments are given and checking usage of instructional materials.

4.4.1 Teacher's views on head teachers' instructional supervision

From the study the teachers identified various instructional supervisory practices the head teachers perform in order to ensure that the performance in KCPE was achieved as summarized in Table 4.6.

Table 4.6 Teacher's views on the head teachers' instructional supervision

Statement	Always		Sometimes		Rarely		Never	
	Freq	%	Freq	%	Freq	%	Freq	%
Checking schemes of work	26	35.1	40	54.0	8	10.8		
Stresses on maximum contact time during instruction	16	21.6	38	51.4	9	12.2	11	14.9
check lesson plans and notes	10	13.5	8	10.8	48	64.8	8	10.8
Supervises teachers while teaching	3	4.1	10	13.5	38	51.4	23	31.0
Requires teachers to make up for missed classes	4	5.5	20	27.0	32	43.2	18	24.3
Check syllabus coverage periodically	18	24.3	34	45.9	12	16.2	10	13.5
supervise pupils work and personal studies	16	21.6	21	28.4	14	18.9	23	31.1

From the study it was notable that the majority 40(54.0%) of the teachers indicated that their head teachers sometimes inspect schemes of work, with 26(35.1%) saying they always do while 8(10.8%)indicated that they rarely do so. Majority of teachers 38(51.4%) indicated that their head teachers sometimes stress on maximum teacher-pupil contact time, with 16(21.6%) saying their head teachers always do so while 9(12.2%) and 11(14.9%) of the teachers saying that their head teachers rarely and never do so respectively. The findings also revealed that majority of the teachers 48(64.8%) indicated that headteachers rarely inspect lesson notes and plans, with the same number of teachers 8(10.8%) indicating that their head teachers sometimes and never do so. Majority of the teachers 34(45.9%) viewed their headteachers sometimes check syllabus coverage periodically, with 18(24.3%) saying that they always do so while12(16.2%)of the teachers indicated that they rarely perform this duty whereas10(13.5%)of the teachers indicated that their head teachers never check syllabus coverage periodically owing to the daunting tasks that they are to perform.

Most of the teacher 32(43.2%) indicated that their headteachers rarely require them to make up for missed classes, with 20(27%) of them indicating that their head teachers sometimes require them to do so while4(5.5%) of the teachers saying that their head teachers always do sowhereas18(24.3%)indicated that their head teachers never require the to do so. The study also revealed that 33(44.6%) of the teachers indicated that head teachers never inspects pupil's class work and individual studies, with 21(28.4%) of them indicating that their head teachers rarely do so, while 14(18.9%) of them saying they sometimes do so. Minority 6(8.1%) of the teachers indicated that their head teachers always do so. As to whether heads supervise them while teaching, the table revealed that 3(4.1%) indicated that they always do so while 10(13.5%) of the teachers indicated they sometimes do so whereas 38(51.4%) rarely and 23(31.0%)

indicated never. It revealed that head teachers do not visit classrooms yet are mandated to do so. This implies that head teachers are not responsible. Rossy (2007) recommended that the head of school should visit classroom more often and take note of what kind of teaching goes on in the classroom.

Majority of the teachers admitted that their head teachers never supervise them while teaching and also never inspect pupils' class work and supervises individual studies. It was also evident that majority of head teachers sometimes check syllabus coverage periodically, Inspecting schemes of work and stresses on maximum teacher-pupil contact time. It was notable from the study that head teachers rarely inspect lesson notes and ensuring teachers make up for missed lessons. Teklemarriam (2009) affirms that instructional supervision is a function that the school head must always carry out. This implies that the head teachers ought to perform their supervisory role at all times.

4.4.2 Head teachers' instructional supervision

From the study the head teachers identified various instructional supervisory activities they perform in order to ensure that the performance in KCPE was achieved as summarized in Table 4.7.

Table 4.7 Headteachers' instructional supervision

Statement	Always		Sometimes		Rarely		Never	
	Freq	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**
Inspecting schemes of work	8	42.1	10	52.6	1	5.3		
Supervise teachers while teaching	3	15.8	2	10.5	6	31.6	8	42.1
Inspecting lesson plans and lesson notes	2	10.5	9	47.4	8	42.1		
Checking syllabus periodically	6	31.6	7	36.8	4	21.1	2	10.5
Stresses on maximum teacher-pupil contact time during instruction	7	36.8	8	42.1	3	15.8	1	5.3
Require teachers to make up for missed lessons	3	15.8	5	26.3	8	42.1	3	15.8
Inspect pupil's class work and individual studies.	2	10.5	2	10.5	7	36.8	8	42.1

The table above shows that 8 (42.1%) of the head teachers pointed out that they always inspect schemes of work with 10(52.6%) of them revealed that they sometimes inspect scheme of work while only 1(5.3%) head teacher admitted that they rarely do so. This implies that most of the head teachers in the division understand their role of inspecting schemes of work for the teachers. It was also indicated that 9(47.4%) of the head teachers sometimes inspect lesson notes and lesson plans while 8(42.1%) of them rarely do so. Minority 2(10.5%) of the head teachers saying that they always inspect lesson notes and lesson plans. This revealed that head teachers understand their role in inspecting professional documents. This finding agree with Eshiwani (1993) held that in particular the head must check the

teaching standards by reference to schemes of work, lesson notes, record of work done and pupils' exercise books.

As to whether they supervise teachers while teaching, the findings revealed that majority 8(42.1%) of headteachers indicated that they never do so while 6(31.6%) indicated that they sometimes do so. It was also noted that 3(15.8%) and 2(10.5%) of the head teachers indicated that they always and rarely do so respectively. The findings further revealed that some heads visit teachers while others never implying that it is not a common practice. These findings are in agreement with the findings of Ogunu (2005) that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit the classrooms and observe how the teachers are teaching. As to whether they inspects pupil's class work and individual studies, majority of head teachers 7(36.8%) and 8(42.1%) indicated that they rarely and never do so, while minority 2(10.5%) of the head teachers indicated that they always and sometimes do so. This revealed that head teachers have not taken it a routine to monitor pupils in their studies. This finding concurs with Fullan (2003) that most head teachers seldom practice instructional supervision because they are pre occupied with their managerial and administrative roles while the instructional role is delegated to other junior members of staff.

As to whether they check syllabus coverage periodically, their response were as follows; 7(36.8%) of them indicated they sometimes check and 6(31.6%) always check while 4(21.1%) and 2(10.5%) of the head teachers rarely and never do so respectively. This finding content with that of Okumbe (2001) who recommended that heads should closely monitor and understand how teachers work in the classroom on a regular basis. In addition, Majority of the head teachers 8(42.1%) indicated they sometimes stress on maximum teacher-pupil contact time, with 7(36.8%)

always,3(15.8%) rarely and 1(5.3%) never. This implies that head teachers do not take it seriously hence missed the key role of monitoring and controlling standards. The study also revealed that majority of the head teachers 8(42.1%) rarely ensures missed lessons are covered while 5(26.3%) of them indicated that they sometimes encourage teachers to make up for missed classes, whereas same number of head teachers 3(15.8%) saying that they always and never do so.

Most of the head teachers sometimes make sure teachers keep updated schemes of work, checking syllabus coverage periodically and stresses on maximum teacher-pupil contact time. It is also evident that majority of head teachers rarely inspect lesson notes and plans, inspect pupils class work and supervises their personal studies, and ensuring teachers make up for missed lessons. It was also noted that majority of head teachers said that they had never supervise teachers while teaching. These findings concur with Ngala (1997), findings which revealed that the head teacher ensures that teachers have their professional tools prepared as per the syllabus and that these tools are used well for instructional purposes. A well prepared and used scheme of work helps the school to have an organized system of content coverage for a period or course in a subject.

Ojuma (2009) observed that, head teachers check records of work covered by the teacher per subject. It is therefore expected that head teachers should manage all other areas to suitably affect the teaching and learning and therefore improve performance. Instructional supervision aids head teachers in coordinating, improving and maintaining high teaching and learning in schools. The interview revealed that few of the head teachers always supervise instruction and sometimes. This confirms positive academic performance in such schools. From the interview it was noted that head teachers rarely supervise teachers while teaching and never visit classroom to check

pupils' work and individual studies. It is agreed that these should be done because supervision is a process of overseeing people at their places of work in order to ensure compliance with established plans and procedure, (Saleemi & Bogonko, 1997).

4.5 Monitoring of pupils' progress

The third objective was to investigate the influence of head teachers' monitoring of pupils' progression academic performance in KCPE. To achieve this objective, both teachers and head teachers were asked to respond to statements on the extent to which the head teacher monitor pupils' progress.

4.5.1 Teachers views on monitoring of pupils' progress by head teacher

From the study the teachers identified various monitoring and evaluation practices the head teachers perform in order to ensure that the performance in KCPE was achieved as summarized in Table 4.8.

Table 4.8 Teachers' views on Monitoring and Evaluation of Pupils' Progress by the Head Teachers.

Statement	Always		Sometimes		Rarely		Never	
	Freq	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**
Checking teacher made exams to ensure quality	18	24.3	34	45.9	15	20.3	7	9.5
Revision of examinations done	10	13.5	22	29.7	28	37.8	14	18.9
Discussing academic progress with individual pupil	3	4.0	7	9.5	43	58.1	21	28.4
Organizing academic days	2	2.7	13	17.6	20	27.0	39	52.7
Ensure class assignments are marked and corrected	4	5.4	23	31.1	43	58.1	4	5.4
Ensure analysis of results and feedback	12	16.2	17	23.0	38	51.4	7	9.5
Monitor pupil's discipline	10	13.5	9	12.1	38	51.4	17	23.0

From the study most of the teachers 34(45.9%) viewed headteachers do sometimes check teacher made exams to ensure quality while 18(24.3%) said that their head teachers always ensure that teacher made exams are of quality whereas 15(20.3%) of the teachers admitted that their head teachers rarely do so. A significant number of teachers 7(9.5%) noted that their head teachers never do so. The findings revealed that majority of the respondents agreed that head teachers check teacher made exams as this influence learning. It entails quality setting of exams that cover areas in the syllabus. It was also noted that there were head teachers who rarely or never at all ensure the teacher made exams are of quality. It was also evident that 28(37.8%) of the teachers supported the fact that headteachers rarely ensure teachers revise all the examinations done, with 22(29.7%) of them indicating that head teachers sometimes do so while 10(3.5%)of the teachers indicated that they always ensure revision of examination and 14(18.9%) of them revealed that head teachers had never done so. It was instructive to note that despite the immense significance of revision some headteachers do not consider this aspect. Effective school leaders are knowledgeable about instruction and have heavily invested in their schools instructional program, spending a considerable work time on the instructional programme and personally involved with colleagues in crafting, implementing and monitoring assessment systems at the classroom and at school level, (Marzano et al. 2005; Du'Four, 2002)

From the findings 7(9.5%) of the teachers indicated that headteachers sometimes discuss academic progress with individual pupil, with 21(28.4%) of the teachers saying that their head teacher never do so. I t was also noted that 3(4.0%) of them indicated that their head teachers always discuss academic progress with individual learners whereas majority 43(58.1%) of teachers indicating that they rarely do so. The

study revealed that majority of the headteachers rarely discuss academic progress with individual pupil, this meant that they do not get a chance of interacting with pupils thereby improving their morale and develop a sense of belonging. It was also evident that some heads did not bother meeting pupils to discuss their academic performance. Sergon (2005) contends that a leader is one who gets things done and has the ability to inspire, moderate, guide, direct and listens. These qualities are crucial to effective leaders in their work. Ndege, cited in Cheruiyot, (2003) agrees that successful leaders motivate their subordinates to higher levels of productivity, remedy poor performance and lead the organization towards its objectives.

This finding concurs with Eshiwani (1993) who observed that schools, which performed consistently well, tended to have sound and efficient leadership, they are able to organize the learning process for their pupils, mobilize and motivate the staff. From the study majority of the teachers 38(51.4%) viewed that their headteachers rarely ensure thorough analysis of exams and feedback, with 17(23%) of them saying that their head teacher sometimes ensure while 12(16.2%) of them said that their head teacher always do so. In addition, the study revealed that only 7(9.5%) of the teachers said that their head teacher never ensure analysis is done. From the study findings, it was also notable that most of the teachers 38(51.4%) viewed their headteachers sometimes monitor pupil's discipline, with 15(20.3%) of them saying their head teachers always do so. It was also evident that 17(23%) of the teachers revealed that their head teachers rarely do so while 4(5.4%) of the teachers revealed that head teachers never monitor pupil's discipline. These findings imply that the head teachers don't take it their responsibility perhaps because it is a delegated function. Finally, the table revealed that 30(40.5%) of the teachers viewed their head teachers sometimes ensure that teachers give class assignments to pupils and mark while 23(31.1%)of the

teachers saying that their head teachers always do so. It was also notable that 17(23.0%) of the teachers indicated that their head teachers rarely ensure giving and marking of assignments whereas 4(5.4%) of them indicated never. From the study majority of the teachers noted that the head teacher sometimes ensure learners are given work and marked showing that they are aware of their role in monitoring progress. Leithwood, (2008) argued that school leaders need to create and sustain a competitive school, empower others to make significant decisions, provide instructional guidance, and develop and implement strategic school improvement plans.

4.5.2 Head Teachers views on Monitoring and Evaluation of Pupils' Progress

From the study the head teachers identified various ways in which they monitor pupils' progress in order to ensure that the performance in KCPE was achieved as summarized in Table 4.9.

Table 4.9 Frequency of Monitoring of Pupils' Progress by Head Teachers

Statement	Always		Sometimes		Rarely		Never	
	Freq	%	Freq	%	Freq	%	Freq	%
Checking teacher made exams to ensure quality	6	31.6	9	47.4	4	21.1		
Ensuring revision of examinations done	6	31.6	9	47.4	4	21.1		
Discussing academic progress with individual pupil	3	15.8	3	15.8	10	52.6	3	15.8
Organizing academic days	2	10.5	5	26.3	12	63.2		
Monitor pupil's discipline	2	10.5	5	26.3	12	63.2		
Ensure analysis of results and feedback	6	31.6	10	52.6	3	15.8		
Ensure class assignments are mark and corrected.	4	21.1	4	21.1	9	47.4	2	10.5

From the study a significant number of the headteachers 9(47.4%) said that they sometimes check teacher made exams to ensure they are of high quality while 6(31.6%)of them agreed that they always do so with only 4(21.1%) saying they rarely do so. This implies that the head teachers understand their role in monitoring although it is seldom practiced. The study also revealed that majority 9(47.4%) of the headteachers sometimes ensure teachers revise all the examinations done with pupils, with 6(31.6%) saying that they always and 4(21.1%) rarely do so.

From the findings the same number of head teachers 3(15.8%) indicated they always, sometimes and never discuss academic progress whereas majority 10(52.6%) of the head teachers indicated that they rarely discuss progress with individual pupil. The study revealed that head teachers seldom discuss progress of individual pupil. This finding overlooks the benefit of involvement. Eshiwani (1993) observed that schools, which performed consistently well, tended to have sound and efficient leadership, they are able to organize the learning process for their pupils, mobilize and motivate the staff. The study findings also revealed that majority 12(63.2%) of the headteachers rarely hold joint meetings with parents to discuss learner's performance, with only 5(26.3%)who said they sometimes do so. Only 2(10.5%) of them indicated that they always hold academic meetings. This implies that parents are not so much involved in the academics of their children as they are not actively engaged Leithwood (2008) affirms that relationships and collaboration matters, hence the need to actively involve parents in academics of their children.

 From the study majority 10(52.6%)of the head teachers sometimes ensure analysis of results and feedback, with 6(31.6%) saying they always do so while 3(15.8%)of them rarely do so. This is a core function of the head teacher and has to be performed always and regularly.Okumbe (1999) recommended that heads should closely monitor

what goes on in classroom and check testing and review pupils' performance data. Majority 12(53.2%)of the teachers viewed they sometimes monitor pupil's discipline while5(26.3%) of them indicating that they always do so and 2(10.5%) of them said they rarely do so. This finding revealed that most head teachers overlook their role in discipline as it is delegated to their deputies. Majority of the head teachers 9(47.4%) of the headteachers sometimes ensure that teachers give class assignments to pupils, mark and do corrections, with 4(21.1%) of them indicating always and rarely do so with 2(10.5%) revealing that they never do so. Robinson (2007) concurs that principals also checks mark books to see if pupils progress records in internal exams are kept up to date and that each of the learners is showing improvement and if not strategies to be put in place. The interview indicated that majority of the head teachers rarely organize for academic days in their schools to discuss learner's progress with their parents and guardians. From the interview head teachers seldom check the quality of exams as most of them procure them.

4.6Provision of positive instructional environment

The forth objective was to examine the influence of head teachers' provision of positive instructional environment on performance in KCPE. To achieve this objective, both teachers and head teachers were asked to respond to statements on the extent to which the headteacher promote instructional environment.

4.6.1 Teachers views on provision of positive instructional environment

From the study the teachers indicated various ways of creating positive instructional environment by the head teachers in order to ensure that the performance in KCPE was achieved as summarized in Table 4.10.

Table 4.10 Teachers views on Head teachers Provision environment for instruction

Statement	Always		Sometimes		Rarely		Never	
	Freq	%	Freq	%	Freq	%	Freq	%
Ensure adequate pupil- teacher ratio	9	12.2	32	43.2	20	27.0	13	17.6
Ensuring adequate instructional materials	10	13.5	35	47.3	23	31.0	6	8.1
Enhancing teacher/pupil motivation	12	16.2	12	16.2	44	59.4	6	8.1
Building team work	15	20.3	35	47.3	16	21.6	8	10.8
Protecting instructional time	15	20.3	34	45.9	17	23.0	8	10.8
Promoting professional development	7	9.5	8	10.8	20	27.0	39	52.7
Maintaining high visibility	4	5.4	23	31.1	43	58.1	4	5.4

From the study 32(43.2%) of the teachers indicated that their head teachers sometimes ensure that pupil/teacher ratio was manageable while 9(12.2%) saying that they always ensure manageable teacher-pupil ratio. It was also noted that 20(27.0%) of them indicated that their head teachers rarely ensure adequate staffing whereas 13(17.6%) of the teachers indicated that their head teachers never do so. This showed that some head teachers do not mind staffing situations in their schools, this curtail performance as teachers are overworked hence loose morale. Some of the head teachers mobilize parents to employ P.T.A. teachers to assist in instruction. Poor learning environment have direct effect on pupils performance because of creating uncomfortable and uninviting work place for teachers combined with frustrated behaviour of pupils leading to poor concentration. This creates apathy among pupils and stressful working conditions among teachers hence lower enthusiasm among learners and teachers. From the findings 10(13.5%) of the teachers indicated that their

headteachers always ensure that there is adequate learning and teaching materials while 35(47.3%) indicated that their head teachers sometimes do so. The study also revealed that 23(31.0%) of the teachers indicated that their head teachers rarely avail materials on time and 6(8.1%)said they never do so. Regarding instructional resources, the study findings concur with that of Edward (1991) who found out that as school's condition improved from one category, for example, from poor to fair students' standardized achievement scores rose an average of 5.45 percentage points. Teachers are not left behind as Edward (1991) further adds that when teachers do not have sufficient materials to teach at the right time they need them, poor performance are almost inevitable. It is imperative for heads to provide instructional resources for positive results.

From the study 44(59.1%)of the teachers indicated that headteachers rarely ensure that both pupils and teachers are motivated and know the expectations while12(16.2%)indicated that they sometimes ensurewhereas12(16.2%)indicating that their head teachers always do so and only 6(8.1) saying they never. It is evident from the study that the head teachers rarely encourage a collaborative atmosphere for teachers to play a central role in the effectiveness or improvement of a school culture. For this to happen it require active and pivotal role of the head teacher to facilitate a conducive environment by motivating staff and students, (Fullan, 2002). Morale among teachers and pupils is influenced by effective leadership. A school in which morale prevails is likely to have less disciplinary problems among teachers and consequently among pupils. Teachers in such schools are likely to be more committed. The study further revealed that 34(45.9%) of the teachers supported the view that headteachers sometimes protect instructional time with 15(20.3%) saying that their head teachers always protect instructional time while17(23%) indicated that

their head teachers rarely do so and 8(10.8%) of them indicated that their head teachers never protect instructional time. Indeed head teachers are drivers of instructional activities but from the study head teachers have not taken up their roles as instructional leaders. Ribbins &Marland (1994) hold the view that head teacher is significant in determining the quality of a school and the achievement of its pupils. From the study it was noted that 23(31.1%) of the teachers said that their head teachers sometimes maintain visibility with 43(58.1%) of them rarely do so while 4(5.4%) indicated their head teachers always maintain visibility and 4(5.4%) never do so. This implies that majority of the head teachers rarely maintain visibility. The findings further revealed that 35(47.3%) of the teachers said that their heads sometimes strive to build team work among teachers with 15(20.3%) saying always they do so while 16(21.6%) of them indicated that they rarely and 8(10.8%) of the teachers never do so. Majority of heads consider team work as influencing performance.

This concurs with Leithwood & Jantzi, (2005) emphasize the need for leadership and team work to facilitate work plan and strategies. It was also evident that majority 39(52.7%) of the teachers were of the view that their headteachers have never promoted professional development whereas 8(10.8%) viewed that their heads sometimes, 20(27.0%) rarely and 7(9.5%)always. This finding implies that head teachers do not recognize the importance of professional development in increasing their potential, personal competency and ability to recognize that it enables them to foster an excellent teaching and learning atmosphere. Professional development is vital and should be embraced by all heads as Cole (1993) asserts that staff development is concerned with imparting knowledge, and improving skills with an aim of making employees grow professionally and realized their potentials hence their

productivity. It is instructive to note that school leaders set the tone of their environment, provide sound leadership and direction for their schools' instructional programs and policies on sustainable professional development for school personnel.

The findings revealed that indeed the head is key figure in promoting an environment within the school that is conducive to pupil learning. Such environment is positive and Buffie(1989) expresses how the school's environment impacts on all, not just the pupils, by stating that 'good teacher morale and high pupil achievement go hand-in-hand.' According to Buffie creation of such a setting does not just happen. It takes the combined effort of both the head and the staff to identify factors that create positive environment.

4.6.2 Head Teachers views on provision of instructional environment

From the study the head teachers identified various ways in which they ensure that there is a positive environment for instruction in order to ensure that the performance in KCPE was achieved as summarized in Table 4.11.

Table 4.11 Head Teachers views on Provision of positive instructional environment

Statement	Always		Sometimes		Rarely		Never	
	Freq	%	Freq	%	Freq	%	Freq	%
Ensure pupil- teacher ratio	7	36.8	10	52.6	2	10.5		
Ensuring adequate instructional materials	7	36.8	10	52.6	2	10.5		
Enhancing teacher/pupil motivation	6	31.6	8	42.1	5	26.3		
Protecting instructional time	3	15.8	4	21.1	12	63.2		
Building teamwork	4	21.1	10	52.6	5	26.3		
Promoting professional development			9	47.4	10	52.6		
Maintain high visibility	6	31.6	10	52.6	3	15.8		

From the study majority 10(52.6%) of the headteachers admitted that they sometimes ensure that pupil teacher ratio was manageable, while 7(36.8%) said they always ensure, with 2(10.5%) rarely. This implies that majority of the head teachers understand their role in provision of positive instructional environment by ensuring that the teacher pupil ratio is within the recommended ratio. From the findings it was also evident that 7(36.8%) of the headteachers always ensure that there is adequate instructional materials while majority 10(52.6%) of them indicated that they sometimes ensure availability of instructional materials whereas only 2(10.5%) of the head teachers indicated that they rarely do so.This study indicated that majority of head teachers do recognize the importance of providing instructional materials though not regularly.

In addition, it was noted that some heads rarely strive to provide this essential resource. The findings concur with Wallace (2004) who emphasized that the availability, relevance and adequacy of educational resource items contribute to academic achievement and that unattractive school buildings, crowded classroom, non-availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor performance. It is true that teachers require resource materials and facilities for them to teach effectively. These include reading materials, audio-visual aids among others. They need to be availed in good time and be in sufficient quantities. This builds teachers' confidence as they create conducive instructional environment, (Shiundu & Omulando, 1992).This affirms the headteachers' significance in providing positive instructional environment.

The findings also showed that a significant number of the headteachers 8(42.1%) sometimes ensure that both pupils and teachers are motivated and know the expectations, while 6(31.6%) indicated that they always ensure motivation of both, whereas 5(26.3%)of the head teachers indicated that they rarely do so. Motivating both teachers and learners is crucial as it entails feelings and perceptions as it shapes their morale and attitude towards performance. This finding indicated that the leader sets the tone and is largely responsible for the 'atmosphere' of the work area. Without good leadership from the leader, the morale of the staff will be lowered this will lead to low production, (Hersey et al, 2007). Head teachers can therefore improve morale of the staff and subsequently academic performance if they provide effective and positive instructional environment.

Concerning protection of instructional time, it was clear that majority of the headteachers 12(63.2%) rarely protect instructional time while 4(21.1%) of them indicated they sometimes protect instructional time and only 3(15.8%) of the head teachers saying that they always ensure instructional time is protected. Protection of instructional time is crucial because each lesson is scheduled to be taught as per the syllabus. Time wasted affect completion of syllabus and subsequently learning hence poor performance. This finding revealed that majority of head teachers rarely protect instructional time which is their core role in ensuring instruction this therefore compromise promotion of positive instructional environment in schools. In discussing whether head teachers build teamwork among the teachers, the study revealed that majority 10(52.6%) of them sometimes build teamwork among teachers to ensure they support one another while 5(26.3%) of them indicated that they rarely do so and 4(21.1%) indicated that they always ensure team work. This indicated that some head teachers recognize the need for team building and collaboration from the teaching

force. The findings also concur with Okumbe (2001) who said one of the functions of educational management by principals is to influence and stimulate the human resource available, by providing an appropriate organization environment.

From the study majority 10(52.6%) of the headteachers said they sometimes maintain high visibility while 6(31.6%) of the head teachers indicated that they always maintain visibility whereas 3(15.8%) of them saying that they rarely do so. This means that they ensure they are in school most of the time and are in full view of all those in school. The head teachers must be seen to be present in the school. Finally, the table showed that 9(47.4%) of head teachers never promote professional development whereas majority 10(52.6%) rarely promote professional development. This findings disagree with the sentiment that head teacher is expected to communicate expectations for the continual improvement of the instructional programme, engage in staff development activities and model commitment to school goals, (Boles & Troen, 1992).From the interview it was indicated that some headteachers rarely maintain visibility and rarely do they promote professional development and ensure both human and material resource are availed. This means that head teachers must be in school to be able to learn what goes on and be able to intervene when need arose.

4.7 Relationship between the instructional leadership practices of the head teacher and performance of the schools in KCPE

The objective was to establish the extent of relationship between the selected instructional leadership activities of the head teacher and performance of the schools in KCPE. This was sought through determining the relationship between the head teachers' instructional leadership practices which include; Instruction supervision, monitoring pupil's progress and provision of positive instructional environment on

performance of the schools in KCPE. Pearson Product Moment Correlation Coefficient was used to determine the relationship between the head teacher instructional leadership and performance of the schools in KCPE.

Table 4.12 Relationship between the selected instructional leadership practices of the head teacher and performance of the schools in KCPE

		Performance	Supervision	Monitoring	Environment
Performance	Pearson Correlation	1			
	Sig. (2-tailed)				
Supervision	Pearson Correlation	.793**	1		
	Sig. (2-tailed)	.000			
Monitoring	Pearson Correlation	.788**	.926**	1	
	Sig. (2-tailed)	.000	.000		
Environment	Pearson Correlation	.741**	.931**	.942**	1
	Sig. (2-tailed)	.005	.000	.000	

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

b. Listwise N=19

There was a positive relationship between the selected instructional supervisory activities and performance (r=.793, n=19, p<.05), indicating that an increase in head teachers instructional supervisory activities in schools leads to an improvement in KCPE performance. Thus the more the head teachers enhance instructional supervision in their schools the performance of pupils in KCPE also improved.

There was a positive relationship between the head teacher monitoring of pupils progress and performance (r=.788, n=19, p<.05), this indicated that an increase in head teachers' activities in monitoring of pupils progress result in improved performance of schools in KCPE. Thus the more the head teachers monitor pupil's progress in their schools the performance of pupils in KCPE also improved.

There was a positive relationship between the head teacher creating positive learning and teaching environment and performance ($r=.741$, $n=19$, $p<.05$), this indicated that the more the head teachers creates a conducive learning environment the performance in KCPE also improved. Thus the learning environment in school influences the performance of pupils in KCPE. The findings concurs with Maranya (2001) and Nyangeri (2005) pointed out that evaluation in a school set up is important because the school head teacher need to know what has been achieved and to enhance the effectiveness of the individual teacher or student. Also, Teklemariam (2009) noted classroom activities that head teachers oversee play a pivotal role in enhancing learner's performance. The head teachers therefore, must ensure that they work amicably with the teachers so as to realize desired results. Instructional leadership is seen to be concerned with teaching process and with headteacher acting as the teacher in terms of pedagogical and instructional rather than taking hands off and being concerned with administration, (Hallinger, 1987). It is therefore evident from the findings that the headteachers' instructional role is significant in realizing academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSSION AND RECOMMENDATIONS

5.1Introduction

This chapter presents a summary of the major findings of the study as well as the conclusions made from them. The section also presents recommendations on the influence of head teachers' instructional leadership on academic performance in public primary school and suggestions for further study.

5.2Summary of the Findings

The summary of findings are presented with respect to the study objectives

5.2.1 Leadership approaches utilized by the headteachers in primary schools

The first objective of the study was to identify the extent to which head teachers use the selected leadership styles in primary schools. From the study there were three leadership styles; authoritarian, democratic and Laissez fair used by headteachers in order to enhance instructional leadership and performance. Most of the teachers 48(64.9%) indicated that head teachers use democratic style while majority of the headteachers 13(68.4%) indicated that they always use democratic style. This implied that majority of head teachers are willing to share with teacher's matters of instruction and that teachers are free with the heads. The finding concurs with Leithwood (2008), that relationships and collaboration matters. This finding therefore implies that there is trust and delegation of duties. This also concurs with D'sauza (2007) who stated that active encouragement, recognition and appreciation of the effort made and recognition of the individuals' ability to do the particular tasks. This finding is in agreement with Leithwood & Jantzi (2005) emphasizes that there is need for leadership and team work to facilitate work plan and strategies. It also implies that

head teachers understand the importance of participation and consultation which seriously curtail the capabilities of the team, (Jaques & Clement, 1991). It also indicated that perhaps their head teachers understand the importance of consultation because decision-making processes, power and authority are largely decentralized, (Boles & Troen, 1992).Hannagan, (2008) also concurs that a leader has to create trust in an organization by articulating values, and visions, leading by example and communicating with everyone involved.

On autocratic leadership style, majority of the teachers 30(40.5%) indicated that their head teachers sometimes use autocratic style of leadership and on the other hand head teachers indicated that majority 10(52.6%) sometimes use this style. It meant that most head teachers use autocratic only dictating what he/she thinks. This concurs with Hodge et al, (2006) that leaders who delegate as much as possible overlook some important needs of the staff. This occurs because they may assume their competence in some duties assigned, to handle other duties leaving the staff to their own resources. The use of autocratic may occur if teachers are not cooperative hence head teachers are justified to use autocratic as these leaders may achieve success particularly where there are apathetic or conservative staff, (Weihrrich & Koontz, 1993). The findings further revealed that head teachers still use autocratic style this relates to findings according to Mbiti, (2007) states that autocratic leaders collect information and unilaterally make decisions.

On Laissez –faire style, the findings revealed that most of the teachers 45(60.8%) indicated that head teachers never utilize this style while majority 13(68.4%) of the head teachers also revealed that they never utilize this style. This finding indicated that Laissez faire type of leadership is not commonly used in their schools. The

leaders should encourage team work and the leader provides just as much freedom of choice as members of the team require, (Bennett & Anderson, 2003).

5.2.2 Instructional supervision of the head teachers

The second objective of the study was to explore how often the head teachers carry out the following instructional supervisory practices in primary schools. The findings showed that 8 (42.1%) of the head teachers and 26(35.1%) pointed out that they always inspect schemes of work with majority 10(52.6%) of the head teachers and 40(54.0%) of the teachers revealed that they sometimes inspect scheme of work. This implies that most of the head teachers in the division understand their role of inspecting schemes of work for the teachers. It was also indicated that 9(47.4%) and 8(42.1%) of the head teachers indicated that they sometimes and rarely inspect lesson notes and lesson plans respectively. Minority 2(10.5%) of the head teachers saying that they always inspect lesson notes and lesson plans. On the other hand, majority 38(51.4%) of the teachers indicated that head teachers rarely inspect lesson notes and lesson plans. This revealed that head teachers understand their role in inspecting professional documents though, not frequent. This finding agree with Eshiwani (1993) held that in particular the head must check the teaching standards by reference to schemes of work, lesson notes, record of work done and pupils' exercise books.

As to whether they supervise teachers while teaching, the findings revealed that 8(42.1%) of head teachers indicated that they never do so while 6(31.6%) indicated that they sometimes do so. The findings also indicated that majority 38(51.4%) of the teachers said that the head teachers rarely supervise teachers while in class. The findings further revealed that some heads visit teachers while others never implying that it is not a common practice. These findings are in agreement with the findings of Ogunu (2005) that secondary school principals are so weighed down by routine

administrative burden that they hardly find time to visit the classrooms and observe how the teachers are teaching. As to whether they inspects pupil's class work and individual studies, majority of head teachers 7(36.8%) and 8(42.1%) indicated that they rarely and never do so. On the other hand, the study indicated that 23(31.1%) teachers said the head teachers rarely inspect pupils work. This revealed that head teachers have not taken it a routine to monitor pupils in their studies. This finding concurs with Fullan (2003) that most head teachers seldom practice instructional supervision because they are pre occupied with their managerial and administrative roles while the instructional role is delegated to other junior members of staff.

As to whether they check syllabus coverage periodically, their response were as follows; 7(36.8%) of them indicated they sometimes check and 6(31.6%) always check whereas 34(45.9%) of the teachers indicated that the head teachers sometimes check syllabus coverage periodically. This finding content with that of Okumbe (2001) who recommended that heads should closely monitor and understand how teachers work in the classroom on a regular basis. In addition, Majority of the head teachers 8(42.1%) indicated that they sometimes stress on maximum teacher-pupil contact time while 38(51.4%) teachers indicated that head teachers sometimes do so. This implies that head teachers do not take it seriously hence missed the key role of monitoring and controlling standards. The study also revealed that majority of the head teachers 8(42.1%) and 32(43.2%) of the teachers indicated that they rarely ensures missed lessons are covered.

5.2.3 Monitoring pupils' progress

The third objective of the study was to assess the extent to which head teachers carry out monitoring pupils' progress practices in primary schools. From the study it was evident that majority 28(37.8%) of teachers indicated that headteachers rarely ensure

teachers revise all the examinations done with pupils after marking and majority 9(47.4%) of head teachers said they sometimes do so. As to whether the head teacher ensure class assignments are given, marked and corrected majority 30(40.5%) of the teachers said they rarely do so and majority 9(47.4%) of head teachers said that they sometimes ensure it is done. Majority 38(51.4%) and 10(52.6%) of teachers and head teachers indicated that thorough analysis of results and feedback is done rarely and sometimes respectively. It was also noted that majority 38(51.4%) of teachers and 10(52.6%) of the head teachers indicated that they sometimes monitor pupils' discipline. Moreover, the findings revealed that majority 34(45.9%) and 9(47.4%) of the teachers and teachers said sometimes checking of teacher made exams to ensure they are of high quality is done. As to whether they discuss academic progress with individual pupil the study revealed that majority 43(58.1%) of the teachers said it is a rare practice and the same percentage also said it was sometimes undertaken. The head teachers on the other hand revealed that majority 10(52.6%) rarely do so. It was also noted that majority 12(63.2%) and 31(41.9%) of head teachers and teachers respectively rarely held joint meetings with parents to discuss learner's performance. This implies that this practice is seldom undertaken.

5.2.4 Instructional Environment

The fourth objective was to examine the extent to which head teachers ensure positive environment for instruction in public primary schools. From the study majority 32(43.2%) and 10(52.6%) of the head teachers and teachers sometimes provide positive instructional environment by ensuring that there is a reasonable pupil-teacher ratio. Concerning adequacy and effective utilization of resources majority 35(47.3%) and 10(52.6%) of teachers and head teacher it is indicated that head teachers sometimes do so. As to whether pupils and teachers are motivated the study revealed

that 32(43.2%) of the teachers said that head teachers rarely do so while 8(42.1%) of the head teachers said they sometimes do so. This implies that teachers feel that head teachers do less in ensuring motivation. On building teamwork majority 35(47.3%) and 10(52.6%) of teachers and head teachers respectively indicated that it is sometimes done. Majority 12(63.2%) of the head teachers said they rarely protect instructional time while 34(45.9%) of teachers said their head teachers sometimes do so. On whether head teachers strive to promote professional development, majority 39(52.7%) and 10(52.6%) of teachers and head teachers respectively rarely do so. Lastly, on maintaining high visibility in the school majority 43(58.1%) of the teachers revealed that their head teachers rarely maintain visibility whereas majority 10(52.6%) of the head teachers said they sometimes maintain visibility.

5.2.5 Relationship between the selected instructional leadership practices of the head teacher and performance of the schools in KCPE

The objective sought to establish the extent of relationship between the selected instructional leadership practices of the head teacher and performance of the schools in KCPE. There was a positive relationship between the instructional supervisory activities and performance ($r=.793$, $n=19$, $p<.05$), indicating that an increase in head teachers instructional supervisory activities in schools result in improved performance in KCPE. There was a positive relationship between the head teacher frequency in monitoring of pupils progress and performance ($r=.788$, $n=19$, $p<.05$), indicating that an increase in head teachers monitoring activities lead to improved performance in KCPE.

There was a positive relationship between the head teacher's creation of conducive learning and teaching environment and performance ($r=.741$, $n=19$, $p<.05$), this indicates that the more the head teachers create a conducive learning environment the

more the performance in KCPE improved. The head teacher ensures that teachers have their professional tools prepared as per the syllabus and that these tools are used well for instructional purposes.

5.3 Conclusion

In view of the findings, the study concluded that;

i) The democratic leadership approach influences KCPE performance positively, while authoritarian leadership approach influences it negatively. The head teacher's leadership styles in schools have an effect on the teacher's instruction and thus KCPE performance. However, the findings revealed that both leadership styles could be used as situation calls as leadership is dynamic. It is therefore clear that for good academic performance to be realized leadership is essential.

ii) Effective instructional supervision by headteachers enhances teaching and learning which translates to improved academic performance in national examinations in public primary schools. The headteachers are tasked frequently supervise teachers as they carry out their instructional mandate. It is the responsibility of the head teacher to check pupils work and also their personal studies, however, this practice is seldom practice. Therefore, the researcher recommends that head teachers should visit learners while undertaking their personal studies and also check their books. On teacher supervision while teaching, the researcher recommends that head teacher should visit classroom for observation to be able to understand what actually goes on in the class. This provides an opportunity to them to appreciate the challenges and threats as well as opportunities in those classes with a view to offering assistance and recognition.

iii) On monitoring of pupils' progress and evaluation, this study concluded that instructional leaders need to use assessment results in ways that help teachers and pupils improve and that help parents understand where and why improvement is needed. The researcher recommends that analysis of results be done promptly and feedback provided for it has a bearing on academic performance. In addition, monitoring pupils discipline is crucial and the head of the institution must take it upon him/her not a delegated responsibility per se but must show the direction. The researcher also concluded that academic clinics and checking of individual progress is paramount if results have to be improved.

iv) From the study promoting an instructional environment is of crucial importance this is because it creates an atmosphere that motivates people to do what needs to be done and makes learning exciting. It is evident from the study that headteachers must at all times perform activities that create conducive atmosphere for learning. Given the importance it is seldom practice by headteachers. The researcher therefore concludes that professional development has it be embraced as it influences performance. This function is crucial if performance has to be improved. In addition, maintaining visibility has to be embraced by the head teachers has it affects performance positively.

v) Instructional leadership is indeed the core function of the head teacher. The study revealed that these practices are imperative if good results are to be realized. These practices include; instructional supervision, monitoring of student progress and creation of positive instructional environment influences the performance in KCPE positively.

5.4 Recommendations

Based on the significance of the study findings the researcher recommends that;

i) Headteachers should adopt leadership styles that are accommodative to every stakeholder, that is, the learners, teachers, parents among others

ii) Headteachers should strive always to supervise what goes on in the classrooms and must do it with passion and not fault-finding and always inspect professional documents of teachers as this present what is being done in school. The study also recommends that frequency of teachers' supervision and checking of professional records affect academic performance of learners.

iii) Headteachers should constantly monitor pupils' progress by developing a time framework within which teachers mark examinations and analyze these results timely. From the study it was revealed that in some schools, results for Continuous Assessment Tests (CAT) were at times not released and not analyzed and if it were, then it was done haphazardly and far too long. Results must be analyzed and released on time so as to allow teachers to put in place strategies that will help learners to improve academically

iv) Positive instructional environment as revealed from the study ensures that curriculum implementation is successful. The headteacher should therefore create and maintain positive learning and teaching environment. This entails provision of adequate instructional materials and physical facilities, friendly teachers and relevant activities that meet the needs of the learners. Headteachers should strive to foster a healthy relationship within the school by enabling a positive instructional environment.

v) Selected instructional leadership practices of the headteacher positively influence performance in KCPE hence headteachers should always uphold them in their practice.

5.5 Areas for further study

i. Similar studies should be carried out in other parts on the influence of headteachers' instructional leadership on pupils' academic performance in primary schools.

ii. Classroom factors and their influence on academic performance of pupils in primary schools.

iii. Teacher characteristics' and its effect on pupils' academic performance in primary schools.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

EMPS DEPARTMENT

MOI UNIVERSITY

P.O. BOX 3900

ELDORET

11th February,2014.

Dear respondent,

RE: LETTER OF INTRODUCTION

I am a student in the faculty of Education at Moi University, pursuing a Masters Degree in the department of Educational Management and Policy Studies with specialization in Educational Administration. I intend to carry out a research on Headteachers' instructional leadership and its effect on academic performance in public primary schools in Ol'lessos division in Nandi East Sub County. Your school has been selected to participate in the study. By giving your views and comments towards this subject, you will be contributing to ways of assisting our schools improve in academics. You are kindly requested to read and answer the items in the questionnaires at your earliest convenience. Information provided will be treated with total confidentiality and will be used only for the purpose of this study. Your co-operation will be highly appreciated.

Thank you.

Yours faithfully

Magut Truphosa Jelimo

Moi University

P.O. box 3900

Eldoret

APPENDIXII: HEAD TEACHER'SQUESTIONNAIRE

INSTRUCTION

Kindly tick or complete as appropriate

Part A: Background Information

    a) Sex a) Male {   } b) Female   {   }

    b) Age bracket in years

                20 - 30   {   }

                31-40   {   }

                41 - 50   {   }

                51 and above{   }

      What is your Qualification?

                P1   {   }

                Diploma {   }

                B.Ed   {   }

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

    c) For how long have you been the head teacher?

                Below 5 years   {   }

                5 – 10 years   {   }

                11 -15 years   {   }

                16 – 20 years   {   }

                Over 20 years   {   }

Section B: Specific Research Questions

In this part of the questionnaire, the letters A, S, R, and N shall be used as follows.

Where:

A stands for Always

S stands for Sometimes

R stands for Rarely

N stands for Never

1. **Head teachers leadership approach**

To measure your leadership approach, respond to each statement according to the way you act as a leader

Statement	Always	Sometimes	Rarely	Never
Warm, friendly and approachable				
Allow team members to do their tasks as they see fit and make important decisions				
Make important decisions on my own initiative without consulting both teachers and stakeholders				
Concern more with the tasks than the workers and consistently wants the best				
Assign specific tasks to specific people				
Make sure that teachers understand and pursue school goals and objectives				
Be the one to decide what to be done and how to be done				
Sets academic achievement targets alone				

2.   As the head teacher, how often do you perform the following instructional supervisory activities?

Statement	Always		Sometimes		Rarely		Never	
Inspecting schemes of work								
Supervise teachers while teaching								
Inspect lesson notes and lesson plans								
Checking teachers work and completion of the syllabus								
Stresses on maximum teacher-pupil contact time during instruction								
Encourage teachers to plan for remedial lessons								
Inspect pupil's class work and individual studies.								

3. How often do you perform the following tasks in relation to monitoring of pupils' progress?

Statement	Always	Sometimes	Rarely	Never
Checking teacher made exams to ensure they are of high quality				
Ensuring teachers revise all the examinations done with pupils after marking				
Discussing academic progress with individual pupil				
Holding meetings with teachers to discuss pupil's progress on specific subjects and academics in general				
Holding joint meetings with parents to discuss learner's performance				
Monitor pupil's discipline by ensuring that all pupils are present in school and punctual.				
Ensure thorough analysis of results and feedback				
Ensure that teachers give class assignments to pupils, mark and do corrections.				

4 How often do you ensure that instructional environment is conducive for instruction

Statement	Always	Sometimes	Rarely	Never
Ensuring that the pupil teacher ratio is manageable				
Ensuring that there is adequate and effective utilization instructional materials				
Ensure both pupils and teachers are motivated and know the expectations				
Maintain high visibility				
Building teamwork among teachers to ensure they support one another				
Promoting professional development				
Protecting instructional time				

5. How can you relate this selected instructional leadership practices on academic

performance…………………………………………………………………………

……………………………………………………………………………………

………………………………………………………………………………….

THANK YOU.

APPENDIX III: TEACHERS QUESTIONNAIRE

Please do not write your name anywhere on this questionnaire. Information provided will be treated with utmost confidentiality. You are requested to read each question carefully and provide your honest response. Please tick on your appropriate response.

SECTION A: BIODATA

    a. Your gender

           Male   {   }   Female { }

    b. Age in years

           Below 20 years {   }

           21 – 25   {   }

           26 – 30   {   }

           31 – 35   {   }

           Above 35   {   }

    c. How long have you been in the teaching profession?

           0 – 6 years   {   }

           6 – 10 years {   }

           11 – 15 years {   }

           16 – 20 years {   }

           Over 20 years {   }

    d. Indicate your academic qualification.

           P1   {   }

           Diploma {   }

           B.ED.   {   }

    Others specify………………………………………

SECTION B   - Specific research information

In this part of the questionnaire, the letters A, S, R, and N shall be used as follows.

Where:

A stands for Always

S stands for Sometimes

R stands for Rarely

N stands for Never

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

Head teachers leadership approach

1   To measure leadership approach, respond to each statement according to the way your head teacher act as a leader

Statement	Always	Sometimes	Rarely	Never
Warm, friendly and approachable				
Allow team members to do their tasks as they see fit and make important decisions				
Make important decisions on their own initiative without consulting both teachers and stakeholders				
Concern more with the tasks than the workers and consistently wants the best				
Assign specific tasks to specific people				
Make sure that teachers understand and pursue school goals and objectives				
Be the one to decide what to be done and how to be done				
Sets academic achievement targets alone				
Allows free exchange of ideas amongst teachers on how to improve academic standards in the school.				

2 Indicate to what extend do your head teacher perform the following instructional supervisory activities?

Statement	Always	Sometimes	Rarely	Never
Inspecting professional documents (lesson plans, scheme of work, record of work covered and pupils progress records)				
Stresses on maximum teacher-pupil contact time during instruction and make up classes for those missed				
Maintain visibility in the school				
Supervises teachers while teaching				
Requires teachers to plan for remedial				
Check my work and syllabus coverage periodically				
Inspect pupils class work and supervise personal studies				

3   How often does your head teacher perform the following tasks in relation to monitoring pupils' progress?

Statement	Always	Sometimes	Rarely	Never
Checking teacher made exams to ensure they are of high quality				
Ensuring teachers revise all the examinations done with pupils after marking immediately				
Discussing academic progress with individual pupil				
Holding meetings with teachers to discuss pupil's progress on specific subjects and academics in general				
Holding regular joint meetings with parents to discuss learner's performance				
Ensure that teachers give class assignments to pupils, mark and do corrections				
Has put in place a working testing policy and ensure thorough analysis of results and feedback				
Monitor pupil's discipline by ensuring that all pupils are present in school.				

4   How often does your head teacher provide the necessary and conducive

instructional environment?

Teachers views on Head teachers Provision positive school environment for instruction

Statement	Always	Sometimes	Rarely	Never
Ensuring that the pupil teacher ratio is manageable				
Ensuring that there is adequate and effective utilization of learning and teaching materials				
Ensure that both pupils and teachers are motivated and know the expectations				
Building team work among teachers to ensure they support one another				
Maintain high visibility				
Promoting professional development				
Protecting instructional time				

5. How can you relate this selected instructional leadership practices on academic

performance……………………………………………………………………

……………………………………………………………………………………

THANK YOU

Appendix VI: Interview Schedule for the Curriculum Support Officer

1. What leadership styles do the head teachers in your division? In your opinion,

which leadership approach do you recommend for improved academic

results?...

....

2. In your opinion, what are some of the activities that head teachers engage in

regarding instructional supervision in schools you have visited? How often do they

perform these tasks?

....

....

3. In your opinion, what are some of the activities that head teachers engage in

regarding Monitoring pupils' progress in schools you have visited? How often do they

perform these tasks?

……………………………………………………………………………………………

……………………………………………………………………………………………

4.In your opinion, what are some of the activities that head teachers engage in

regarding Provision of environment for Instruction in schools you have visited? How

often do they perform these

tasks?

....

……………………………………………………………………………………………

5. How can you relate this selected instructional leadership practices on academic

performance

....

THANK YOU

Appendix V: KCPE Results from Nandi East Sub County Office-Examination

NANDI EAST DISTRICT 2013 KCPE AND KCSE EXAMINATION ANALYSIS
2013 KCPE EXAMINATION ANALYSIS
1.0 RANKING OF SCHOOLS

No	SCHOOL	CATE PUB/ PRI	ZONE	ENT	ENG	KISW	MAT	SCI	SSRE	TOTAL	2012	2011	2010	2009	DEV.
1	LESSOS EDU. CENTRE	PRIV	OLLESSOS	24	81.2100	70.1300	77.6300	67.0000	74.2500	370.220	355.44	369.29	344.3	357.27	14.78
2	N/HILLS ACAD	PUB	CHEBARUS	28	76.71	70.25	77.89	71.54	73.32	369.71	364.89	346.7	344.9	353.5	4.82
3	KIPRIRIA HILLS	PRIV	CHEBARUS	44	72.95	69.58	75.35	73.44	71.44	362.76	365.91	349.5	345.2	315.97	-3.15
4	HOLY FAMILY	PRIV	OLLESSOS	39	69.1578	70.5384	75.3333	69.0169	67.7435	351.790	350.49	339.93	344.8		1.2999
5	A.I.C SOCHOI	PRIV	KOILOT	16	74.5000	64.5000	70.8750	71.0000	65.6875	346.563	322.42	330.53	326.1	320.32	24.142
6	VIKOSI ACAD	PRIV	CHEBARUS	15	74.60	70.60	69.07	66.27	64.87	345.41	344.27	327.53			1.14
7	N/HILLS HIGHVIEW	PRIV	CHEBARUS	20	76.95	63.95	66.35	67.10	65.70	340.05	339.75	353.4	343.4	345.05	0.3
8	CHEMOMI	PUB	NANDIHILLS	25	64.75	74.00	66.03	67.50	65.92	338.20	318.74	308.8	325.7	318.42	19.46
9	KOSOIYWO	PUB	NANDIHILLS	21	65.05	63.52	68.90	63.14	70.10	330.71	307.14	284.78	299.4	315.98	23.57
10	ST. THE: ESA'S	PRIV	OLLESSOS	17	69.1800	64.1800	67.5300	62.3500	65.5300	328.770	333.6	305.23	325.7	308.58	-4.83
11	KAPNYEMIS	PUB	KOILOT	32	64.2500	62.2187	70.5937	67.3750	63.8437	328.281	336.5	306.9	313.6	305.16	-8.221
12	KAPSIMOTWA	PUB	NANDIHILLS	72	63.59	66.69	66.49	65.45	64.99	327.210	341.75	346.14	341.8	335.31	-14.34
13	OUR LADY OF PEACE PRY	PRIV	CHEBARUS	17	71.24	60.17	65.23	60.00	66.65	323.290			-		-
14	OLLESSOS	PUB	OLLESSOS	70	66.2173	71.6956	60.6376	62.9710	61.0289	322.550	317.66	298.64	292.1	295.53	4.8904
15	ST. MATHIAS	PUB	NANDIHILLS	18	69.50	59.67	65.61	63.39	63.61	321.780	317.68		-		4.1
16	LENGUBEI	PUB	OLLESSOS	15	69.6154	64.1538	61.0000	57.0719	57.3071	309.148	290.37	255.73	290.4	276.36	18.778
17	KIPSAMO	PUB	NANDIHILLS	21	67.48	59.14	54.52	62.57	63.10	306.810	330.22	300.65	293	279.6	-23.41
18	N/HILLS TOWNSHIP	PUB	NANDIHILLS	45	60.56	54.96	63.36	62.75	64.04	305.670	318.57	308.18	320.7	319	-12.9
19	CHEPLELACHBEI	PUB	OLLESSOS	31	59.2121	60.0909	61.2424	60.0606	60.9696	301.576	330.44	250.07	269.4	292.1	-28.864
20	SIWO	PUB	OLLESSOS	43	58.6744	53.8837	65.3488	63.3256	59.2093	300.442	268.86	281.17	245.9	274.02	31.581
21	ST. LUDOVICO	PUB	OLLESSOS	18	62.0000	60.3333	58.4444	57.0556	61.2778	299.111		-			-
22	KIPSITOI TEA	PUB	NANDIHILLS	20	59.30	63.55	58.95	57.30	59.55	298.650	294.66	238.04	261	254.54	3.99
23	KAPCHORUA	PUB	MOGOBICH	51	58.49	59.51	59.00	61.27	58.61	296.882	303.84	293.37	291.1	304.84	-6.96
24	CHEPKUNYI'K	PUB	OLLESSOS	56	59.6909	59.7090	59.3090	59.7272	54.9636	293.400	294	281.42	310.4	280.12	-0.600
25	TAITO	PUB	MOGOBICH	21	53.10	57.81	61.33	61.29	58.81	292.333	291.85	295.35	308.7	311	0.48
26	KIBWARI	PUB	NANDIHILLS	31	60.22	59.91	54.06	57.22	59.97	291.380	298.85	287.33	277.9	286.69	-7.46
27	KAMKONG	PUB	NANDIHILLS	18	59.28	57.72	57.11	57.94	58.22	290.270	253.3	266.59	265.6		36.97
28	SIRET	PUB	CHEBARUS	28	53.11	57.04	58.44	59.25	61.54	289.378	292.03	291.08	292.6	286.05	-2.75
29	KIPKOROR	PUB	OLLESSOS	29	62.0000	57.8965	58.5172	55.5517	52.2758	286.241	289.04	258.82	288.7	258.12	-2.897
30	SIMBI	PUB	OLLESSOS	21	53.0952	53.0952	62.5238	59.0000	54.7142	282.428	312.9	286.42	286	270.73	-20.47

16

No	SCHOOL	PUB	ZONE	ENT	ENG	KISW	MAT	SCI	SSRE	TOTAL	2012	2011	2010	2009	DEV.
31	SOCHOI	PUB	KOILOT	33	58.2727	61.1818	51.8181	54.4848	55.9393	281.697	224.82	257.08	241.9	274.9	50.8767
32	E.P.K SOKOT	PUB	MOGOBICH	25	57.88	56.40	50.88	56.36	59.60	281.120	302.04	276.23	293.4	318.85	-20.92
33	KIPCHAMO	PUB	CHEBARUS	36	57.22	60.56	50.94	52.25	57.14	278.110	280.15	278.11	279.8	287.71	-2.07
34	CHEPTINGTING	PUB	OLLESSOS	20	53.4500	55.7500	56.9500	56.0000	55.9000	278.050		·		-	
35	KAPKEMBUR	PUB	CHEBARUS	27	56.07	52.78	50.77	60.00	57.30	276.92	286.42	268.04	296.3	296.89	-9.5
36	SINENDET	PUB	NANDIHILLS	19	53.05	57.89	54.36	56.36	55.21	275.87	287.68	280.97	278.5	292.42	-10.81
37	KIBABET	PUB	KOILOT	34	55.2647	53.2352	52.7941	55.8235	58.5294	275.647	289.72	290.84	292.5	313.5	-14.0731
38	MOKONG	PUB	MOGOBICH	18	57.67	54.89	52.33	56.00	54.50	275.389	268.76	245.51	260.1	276.36	6.63
39	LOLDUGA	PUB	KOILOT	28	52.5769	53.4615	55.1923	56.2307	55.9615	273.423	253.61	246.74	255.7	249.74	19.8129
40	KHARTOUM	PUB	MOGOBICH	32	52.88	58.31	55.16	51.09	55.19	272.625	297.4	303.3	298.3	295.42	-24.78
41	KOILOT	PUB	KOILOT	29	53.3103	56.6206	56.2068	53.6551	52.3793	272.172	284.64	245.44	266.1	279.34	-12.4679
42	KAPCHURIAI	PUB	OLLESSOS	19	50.8947	50.3684	57.3157	57.1052	54.2631	269.947	267.45	267.24	259.4	245.91	2.4971
43	MOGOBICH	PUB	KOILOT	27	51.9629	51.3333	56.6296	54.5925	54.7777	269.296	288.71	244	269.9	259.6	-19.414
44	NDUBUSAT	PUB	MOGOBICH	27	53.11	50.30	55.70	54.85	54.22	268.185	234.76	282.76		-	33.43
45	TIGITYO	PUB	OLLESSOS	22	50.5454	47.0000	57.9545	55.1818	57.0909	267.773	268.46	227.58	254.2	259.55	-0.6874
46	SIRWA HILLS ACAD	PRIV	MOGOBICH	9	56.89	50.89	47.22	59.44	51.56	266.000	·	·		-	-
47	CHEBARUS	PUB	CHEBARUS	33	55.67	49.79	53.91	53.82	51.52	264.710	277.34	291	253	267.14	-12.63
48	KIPKEIBON TEA	PUB	MOGOBICH	17	52.82	53.65	55.24	50.65	51.82	264.180	264.85	278.58	280.5	275.48	-0.67
49	BARASENDU	PUB	NANDIHILLS	19	54.42	45.74	55.79	55.79	52.05	263.790	282.06	265.77	279.9	298.47	-18.27
50	MATEMA	PUB	NANDIHILLS	24	52.17	53.17	52.17	53.20	52.88	263.573	293.05	278.59	277.3	272.13	-29.48
51	NDURURO	PUB	KOILOT	36	48.6944	55.3611	52.8611	53.7500	52.8055	263.472	294.23	272.31	326.1	295.88	-30.7579
52	KETENG	PUB	CHEBARUS	33	53.70	52.27	49.46	56.60	51.39	263.420	7.25	287	267	277.45	-13.83
53	ST. MARKS LOLKIRENY	PUB	KOILOT	23	50.9565	51.1304	50.6521	56.6086	52.8260	262.174	269.61	256.53	249.3	259.86	-7.4364
54	KIPSEBWO	PUB	MOGOBICH	29	50.97	46.69	56.10	53.77	54.31	261.842	261.3	251.6	261	279.68	0.54
55	NDUROTO	PUB	OLLESSOS	20	47.5500	53.4000	53.7500	52.0500	53.9500	260.700	287.4	256	258.5	255.08	-26.7
56	SAVANI	PUB	NANDIHILLS	23	54.39	51.04	52.13	50.09	52.89	260.540	254.41	274.5	292.6	285	6.13
57	LELWAK	PUB	OLLESSOS	35	55.0000	55.8857	50.7714	52.2285	46.4571	260.343	277.96	233.95	262.9	247.96	-6.6173
58	OGIRGIR	PUB	KOILOT	25	52.4400	52.3200	53.9200	48.6400	52.0800	259.400	257.31	206.07	252.7	247.16	2.09
59	KABOSWA	PUB	MOGOBICH	16	47.81	52.81	52.88	50.00	55.69	259.189	262.66	265.6	254.9	291.4	-3.47

No	Name	Type	Zone	N											
61	KOISAGAT	PUB	CHEBARUS	81	57.60	50.89	47.33	50.56	51.53	257.910	257.42	234.85	218.1	244.88	0.49
62	CHEPTABACH	PUB	CHEBARUS	31	48.32	43.13	57.45	57.42	51.41	257.730	255.55	281.1	226.4	284.4	2.18
63	CHEPTUING'ENY	PUB	KOILOT	24	56.0853	51.5417	49.7083	50.9583	49.1667	257.460	270.73	258	248.4	265.55	-13.2697
64	KAPUTI	PUB	MOGOBICH	21	46.95	46.71	54.71	53.00	55.33	256.714	254.77	245.45	260.3	274.37	1.94
65	KIPKOIMET	PUB	MOGOBICH	37	52.46	52.89	48.08	49.30	52.62	255.351	301.48	308.58	349.1	282.55	-46.13
66	SOIYET	PUB	NANDIHILLS	17	51.58	51.88	50.29	50.53	51.06	255.340	272.56	267.39	254.8	266.26	-17.22
67	KIPKUMBA	PUB	CHEBARUS	28	54.04	49.78	47.68	49.96	51.36	252.815	286.57	240.97	253.3	263.71	-33.75
68	SEPTON	PUB	CHEBARUS	34	45.88	52.38	46.88	54.03	51.88	252.050	289.77	269.85	273	288.32	-37.72
69	SERENGONIK	PUB	KOILOT	17	42.4705	49.4117	49.5294	55.6470	54.1764	251.235	231.7	216.53	238.2	237	20.535
70	KIPKEIGEI	PUB	OLLESSOS	26	48.7600	46.3600	49.4000	48.1200	52.6000	245.240	272.65	271.37	247.6	222.66	-27.41
71	CHEPNG'ETUNY	PUB	KOILOT	44	52.4545	44.3636	49.7500	48.2954	49.3636	244.227	276.42	248.3	266.3	271.19	-32.1929
72	KAPLELMET	PUB	CHEBARUS	68	50.51	41.31	53.90	48.43	49.38	243.530	290.4	269.04	271.1	286.06	-46.87
73	KEBEN	PUB	KOILOT	56	47.8928	43.9464	53.9464	48.1071	49.5257	243.418	267	251.74	273.8	247.84	-23.5816
74	CHEPSIRE	PUB	NANDIHILLS	20	50.05	44.15	49.15	51.50	48.50	243.350	259.5	259.85	257.4	258.22	-16.15
75	SIRWA	PUB	MOGOBICH	27	45.74	43.30	48.37	49.00	53.78	240.184	275.05	236.44	252.6	255.78	-34.87
76	CHEMARTIM	PUB	CHEBARUS	29	47.55	42.24	47.52	50.03	51.69	239.030	278.38	231.95	276.9	270.82	-39.35
77	MOSINE	PUB	NANDIHILLS	24	50.83	45.20	44.25	45.80	50.58	236.660	261.77	254.69	254.6	277.32	-25.11
78	KIPKOECH TANUI ACADEMY	PRIV	KOILOT	16	44.9375	48.1250	47.3750	49.8750	46.1250	236.438	231.47	245.44			4.9675
79	TABOIYAT	PUB	CHEBARUS	16	40.88	41.25	48.56	47.13	53.94	231.760	258.55	260.44	274.8	282.07	-26.79
80	SILE	PUB	KOILOT	16	42.5000	47.6878	43.6250	45.6250	50.9375	230.375	249.94	234.13	240.3	243.72	-19.5647
81	KAPTIEN	PUB	MOGOBICH	64	39.58	41.91	44.22	50.66	47.60	223.961	248.41	243.72	262.1	293.27	-24.45
82	TEMSO	PUB	CHEBARUS	23	41.48	39.87	44.56	49.22	47.83	222.960	238.69	233.32	243.2	246.49	-15.73
83	CHOIMIM	PUB	OLLESSOS	26	41.9230	37.9615	47.8461	43.8076	48.3461	219.884	255.97	247.68	256	228.06	-36.0857
84	KOGAMEI	PUB	OLLESSOS	16	39.5300	44.6600	46.2700	44.8700	44.5300	219.860	255.05				-35.19
85	CHEPTILIL	PUB	NANDIHILLS	22	41.59	35.59	46.14	47.09	45.00	215.410	241.79	250.72	249	263.75	-26.38
86	CHEBINYINY	PUB	CHEBARUS	20	47.20	40.65	41.90	42.75	42.20	214.700	207	232.12	224.8	239.68	7.7
87	KIPKOROM	PUB	MOGOBICH	19	42.05	38.84	37.79	45.53	45.89	210.105	231.87	231.66	217.4	231.4	-21.72
88	TIMOBO	PUB	MOGOBICH	17	39.44	38.63	40.19	39.63	39.88	197.750	238.57	232.98	220.7	215.09	-40.82
	MEAN SCORE			2501	55.2320	53.6930	55.4629	55.5433	55.6960	275.627	282.7	272.5	277.3	279.32	-7.1029
	SUBJECT POSITION				4	5	3	2	1						

Appendix VI: Research Authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9ᵗʰ Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

11ᵗʰ December, 2014

NACOSTI/P/14/3224/4183

Truphosa Jelimo Magut
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"The headteachers' instructional leadership and its effect on pupils' academic performance: A case of Ol'lessos Division, Nandi East, Nandi County,"* I am pleased to inform you that you have been authorized to undertake research in **Nandi County** for a period ending **31ˢᵗ December, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Nandi County** before embarking on the research project.

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
Nandi County.

The County Director of Education
Nandi County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

Appendix VII: Research Permit

THIS IS TO CERTIFY THAT:
MS. TRUPHOSA JELIMO MAGUT
of MOI UNIVERSITY, 3900-30100
eldoret,has been permitted to conduct
research in Uasin-Gishu County

Permit No : NACOSTI/P/14/3224/4183
Date Of Issue : 11th December,2014
Fee Recieved :Ksh 1,000

on the topic: THE HEADTEACHERS'
INSTRUCTIONAL LEADERSHIP AND ITS
EFFECT ON PUPILS' ACADEMIC
PERFORMANCE: A CASE OF OL'LESSOS
DIVISION, NANDI EAST, NANDI COUNTY

for the period ending:
31st December,2014

Applicant's
Signature

for Secretary
National Commission for Science,
Technology & Innovation