

**AN ASSESSMENT OF HEADTEACHER PROMOTION CRITERIA AND ITS
EFFECT ON ACADEMIC PERFORMANCE IN WEST POKOT COUNTY
PUBLIC PRIMARY SCHOOLS, KENYA**

SEUREI KIPCHUMBA FRANCIS

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION IN EARLY CHILDHOOD DEVELOPMENT AND PRIMARY
EDUCATION, DEPARTMENT OF CURRICULLUM, INSTRUCTIONS AND
MEDIA, SCHOOL OF EDUCATION.**

MOI UNIVERSITY.

2020

DECLARATION

Declaration by the Candidate

This thesis is my original work and has not been presented for academic purposes in any other University. No part of this work should be produced without the prior permission of the author and/or Moi University.

SEUREI K. FRANCIS _____

EDU/PG/EDH/1001/14

Sign

Date

Declaration by the Supervisors

This research thesis has been submitted for examination with our approval as Moi University supervisors

Dr. Mary Kerich _____

Senior Lecturer

Sign

Date

Department of Curriculum, Instruction and Educational Media

School of Education

Moi University

Dr. Susan Kurgat _____

Senior Lecturer

Sign

Date

Department of Curriculum, Instruction and Educational Media

School of Education

Moi University

DEDICATION

This work is dedicated to my wife Leonida, my son Jabez and my daughter Esmeralda for their unwavering love and encouragement during this study period.

ACKNOWLEDGEMENT

I would like to express my sincere appreciation and gratitude to Almighty God for granting me the strength, courage and perseverance to complete this thesis. The product of a postgraduate degree is never the result of one person's labour, but rather the culmination of the goodwill, sacrifice and support of many people. My appreciation and thanks go to my two supervisors, Dr. Mary Kerich and Dr. Susan Kurgat, whose scholarly insights and academic rigor helped me to develop a better understanding of the issues involved in this thesis. I am very grateful to all the teachers, head teachers and Teacher Advisory Centres tutors for their tolerance and the willingness with which they answered my questions. The fellowship of a few other friends has carried me through the programme and the writing of this thesis. Sincere thanks to my wife and children.

My heartfelt love and appreciation go to you for your depth of understanding, for making the ultimate sacrifice and tolerating the disruption in your lives that enabled me to undertake and complete this programme. None of those mentioned above however is responsible for any omissions or errors arising from the thesis, for which I accept full responsibility. I am indebted to all other individuals whose input contributed to the successful completion of this work. To all of you, thank you and God bless you.

ABSTRACT

The importance of education in propelling a country's development cannot be overstated. The role of the head teachers in the management of schools remains crucial for both the government and the school to achieve their desired goals. The head teachers are therefore required to be central pillars in the leadership of the school management team and this could have a direct influence on the school's academic performance. The purpose of this study was to assess the promotion criteria of public primary school head teachers and its influence on academic performance in West Pokot County. The objectives of the study were to determine the effects of promotion criteria adopted by primary schools; education qualification, work experience, leadership skills and school sponsors role on academic performance of public primary schools in Pokot Central Sub County. The study utilised Peter Principle theory. This research adopted a descriptive survey design. Convenience and simple random sampling was used to select a sample of 3 teacher advisory council, 39 head teachers, and 205 teachers from 150 public primary schools in the study area. The researcher used interview schedules and questionnaires to collect data. The data collection instruments were tested for validity and reliability. Data collected was analysed using qualitative and quantitative methods. Qualitative data was analysed using content analysis. Quantitative data was analysed using statistical software (SPSS) version 20.0 descriptive and inferential statistics. Study findings showed that only three promotion criteria had significant positive effect; experience ($r=0.252$ and $p=0.001$), leadership traits ($r=0.219$ and $p=0.003$) and academic qualifications ($r=0.203$ and $p=0.006$) on academic performance of public primary schools. However, the study established that stakeholder involvement had no significant effect ($r=0.047$ and $p=0.527$) on academic performance of primary schools. The study concluded that in selected factors studied promoted the selection of head teachers which affected academic performance of public primary schools. The study recommends that teachers should be provided with opportunities for in-service training, head teachers should delegate duties to teachers and head teachers should act as role models.

TABLE OF CONTENTS

DECLARATION.....	i
DEDICATION.....	ii
ACKNOWLEDGEMENT.....	iii
ABSTRACT.....	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vi
LIST OF FIGURES	vii
LIST OF ABBREVIATIONS	viii
CHAPTER ONE	1
INTRODUCTION TO THE STUDY.....	1
1.1 Overview	1
1.2 Background of the study	1
1.3 Statement of the Problem	7
1.4 Purpose of the study	8
1.5 Research Objectives	8
1.6 Research Questions	8
1.7 Justification of the Study.....	9
1.8 Scope of the study	9
1.9 Assumptions of the study	10
1.10 Limitation of the study.....	10
1.11 Theoretical Framework	10
1.12 Conceptual Framework	12
1.13 Operation Definition of Terms	14

1.14 Chapter Summary.....	15
CHAPTER TWO	16
LITERATURE REVIEW	16
2.1 Introduction	16
2.2 Appointment of head teacher based on their education qualification and academic performance of schools.....	16
2.3 Appointment of Headteachers Based on Experience and Academic performance of Schools.....	22
2.4 Leadership Skills of Head teachers in Appointment Effect on Academic Performance of Schools	27
2.5 School Sponsors in the Appointment of Head teachers Influence on Academic Performance of Schools	32
2.6 Chapter Summary and Research Gap.....	38
 CHAPTER THREE	 40
RESEARCH DESIGN AND METHODOLOGY	40
3.1 Introduction	40
3.2 Research Design.....	41
3.3 Area of Study	45
3.4 Study Population	46
3.5 Sample Size and Sampling Procedures	46
3.6 Sample Size	46
3.7 Sampling Procedure	47
3.8 Data Collection Instruments.....	48
3.9 Questionnaires	48

3.10 Interview Schedule	49
3.11 Validity and Reliability of Research Instruments	49
3.12 Validity	49
3.13 Reliability	50
3.14 Data Collection Procedure.....	51
3.15 Data Analysis Techniques	51
3.16 Ethical Considerations	52
3.17 Chapter Summary	53
CHAPTER FOUR	54
DATA ANALYSIS, INTERPRETATION AND DISCUSSION	54
4.1 Introduction	54
4.1.1 Demographic Data of Teachers	54
4.1.2 Academic Performance of Schools	58
4.2 Appointment of Headteachers based on Education Level and its Effect on Academic Performance	59
4.3 Appointment of Headteachers based on Experience and Academic Performance of Schools.....	63
4.4 Appointment of Headteachers based on Leadership Skills and Academic Performance	67
4.5 Appointment of Headteachers based on Stakeholders and Its Influence on Academic Performance	71
4.6 Influence of Headteachers Promotion Criteria on Academic Performance of Schools	75
4.7 Chapter Summary	77

CHAPTER FIVE	78
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	78
5.1 Introduction	78
5.2.1 Appointment of head teacher based on their education qualification and its effect on academic performance of public primary schools	78
5.2.2 Appointment of headteachers based on their experience and its effect academic performance of public primary schools	79
5.2.3 Appointment of head teachers based on their leadership skills and its effect on academic performance of public primary schools	80
5.2.4 Appointment of head teachers based on their school sponsors and its influence academic performance of public primary schools	80
5.3 Conclusions	81
5.4 Recommendations	83
REFERENCES.....	85
APPENDICES	91
APPENDIX I: RESEARCH INTRODUCTORY LETTER OF AUTHORITY .	91
APPENDIX II: QUESTIONNAIRE FOR TEACHERS	92
APPENDIX III: INTERVIEW FOR HEAD TEACHERS	96
APPENDIX IV: INTERVIEW FOR TAC TUTOR	98
APPENDIX IV: MOI UNIVERSITY LETTER OF AUTHORITY	100
APPENDIX V: RESEARCH AUTHORISATION LETTER.....	101
APPENDIX VI: RESEARCH PERMIT	102
APPENDIX VII: COUNTY DIRECTOR OF EDUCATION LETTER OF AUTHORITY TO CONDUCT RESEARCH.....	103

**APPENDIX VIII: COUNTY COMMISSIONER LETTER OF AUTHORITY
TO CONDUCT RESEARCH STUDY.....104**

LIST OF TABLES

Table 3.1 Target population.....	46
Table 3.2 Sample Size.....	47
Table 4.1 Teachers Age	55
Table 4.2 Teachers Working Experience.....	56
Table 4.3 Academic Performance of Schools.....	58
Table 4.4 Appointment of Headteachers based on Education Level and its Effect on Academic Performance.....	59
Table 4.5 Appointment of Headteachers based on Experience and Academic Performance of Schools.....	63
Table 4.6 Appointment of headteachers based on leadership skills and academic performance.....	68
Table 4.7 Appointment of Headteachers based on Stakeholders and Its Influence on Academic Performance.....	71
Table 4.8 Influence of Headteachers Promotion Criteria on Academic Performance of Schools.....	75

LIST OF FIGURES

Figure 1: Conceptual Framework	13
Figure 4.1 Teachers Gender	55
Figure 4.2 Teachers Level of Education	56
Figure 4.3 School Sponsors	57

LIST OF ABBREVIATIONS

ACE	Advanced Certificate in Education
BOM	Board of Management
CFP	Certificate for head teachers within a Period of two years
CEHRO's	County Education Human resource officers.
ECO's	County Education officers
BOG	Board of Governors
CEB	County Education Board
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institute
KII	Key Informant Interviews
MOEST	Ministry of education science and technology
PA	Parent Association
SPSS	Statistical Package for Social Sciences
TAC	Teacher Advisory Centre
MOE	Ministry of Education
TSC	Teachers Service Commission
LEA	Local Education Authorities
REQV	Relevant Equivalent Qualification Value

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter presents the background information to the study, research problem, and purpose of the study, objectives and research questions. The chapter also discusses significance of the study, justification, scope, assumptions, theoretical framework, conceptual framework and operational definition of terms.

1.2 Background of the study

Education is considered an important investment for any developing and developed nation (Walker & Dimmock, 2006). Education empowers both men and women by providing opportunities for active participation in development of their country by inculcating knowledge, skills and attitudes that are compatible with sustainable development (Dimmock & Cheng, 2013). Because the global world is changing rapidly, these educational concepts need to be mastered by the pupils of any particular school so as to give them a competitive edge (Tihverainen, 2009).

The mastery of the academic concepts greatly depends on the leadership structure of the school (Bush, 2011). The leadership structure will determine how the school's infrastructure is developed, how resources are allocated within the school and how the teachers and student roles are defined (Leithwood, Day, Sammons, Harris & Hopkins, 2006). Good leadership provides necessary guidance, clarity of direction and rewards for effective performance of an organization (Walker & Kwan, 2012).

Okumbe (2001) argues that, in any organization, human resources are the most important resources it has and therefore, the success of the organization depends entirely on how effectively its workers are managed. A school is a social system.

From the management point of view, the school administration is a social system with both the institution and the individuals as the components. The role of head teachers has been undergoing drastic and dramatic changes in the era of globalization (Ng & Szeto, 2015; Walker & Kwan, 2012). As the headship is becoming an ever more demanding role, beginning head teachers have to endure pressures in performing their duties (Salfi, 2011). Thus, school organizations find it difficult to recruit school head teachers with appropriate knowledge, skills and experience (Cowie & Crawford, 2007; Mentz, Webber & van der Walt, 2010). In this regard, the more we learn from beginning about the challenges head teachers encounter, the better the programme to be constructed for the purpose of enhancing their professional development tomorrow.

Bush (2009) states that there is great interest in educational leadership in the early part of the twenty-first century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. In many parts of the world, including both developed and developing countries, there is increasing recognition that schools require effective leaders and managers if they are to provide the best possible education for their students and learners (Ogembo, 2005; Bush, Kiggundu & Moorosi, 2011; Notman & Henry, 2011). More governments are realizing that their main assets are their people and that remaining, or becoming, competitive depends increasingly on the development of a highly skilled workforce (Leithwood et al, 2006). This requires trained and committed teachers but they, in turn; need the leadership of highly effective head teachers with the support of other senior and middle managers.

The leadership of the school also greatly depends on the appointment system of the school heads and the promotion criteria of the existing teachers (Mulford, 2003). In the United Kingdom, the responsibility for the appointment of the secondary school principal lies with the governing body of each school. The body commissions an appointment panel for the recruitment and selection of principal, with the Local Education Authorities (LEA) playing supervisory roles (Huber & Pashiardis, 2008). Applicants are judged impartially against their perceived ability to do the job.

In Singapore, the principal appointment policy is designed and operated centrally by the Ministry of Education (MoE). In this part of the world, only teachers become principals. At every level of teachers' career, they are examined closely and assessed based on their performance. Those who are found to have leadership potential among them are encouraged to follow the leadership track (Dimmock, & Cheng, 2013). In Nigeria, head teachers' candidate must have is a Relevant Equivalent Qualification Value (REQV). Promotion from teaching level should proceed through the grade levels before getting to principal position. This means that to qualify for the headship position, a candidate must have attained the management cadre by becoming a Head of Department and then, a Deputy Head teacher before moving to the school leadership position. This is not always the case as some candidates were found by (Bolanle & Babatunde, 2016) to have been appointed as principals from the lowest levels of teaching cadre because of political influence that was exerted on the promoting body.

In Kenya, Ideally, public school teachers are appointed by the ministry of education through the Teachers Service Commission (Nyongesa, Ndiku & Shiundu, 2010). When a teacher graduates at university or a teacher training college their entry point

into the teaching service is decided on the graduate and non-graduate scheme of service. The entry job group for teachers from colleges are Job group G, H, J and they move through the ranks from H, J, K, L, M, N, P and Q (Jeanne, 2014).

Graduate teachers join from job group K and raise through the ranks (Jeanne, 2014). Upon promotion to job group M for graduate teachers they can be promoted into professional or administrative positions as deemed appropriate by their employer Teachers Service Commission. For non-graduate teachers, based on experience and need they can be promoted to senior teacher, deputy head teacher and head teacher respectively at job groups as low as G. The TSC laid down procedures for promotion of teachers to professional grades in their 2005 guideline. These include:

- (i) Promotion on merit if a teacher has displayed exceptional ability in performance of his or her duties.
- (ii) A teacher should have completed not less than Three years recognized teaching services within a given grade.
- (iii) A teacher who has had a discipline case and was found guilty shall not be considered until his or she has completed two years teaching service after resumption of duty.

In practice the school sponsors, the county education offices and the local communities through their elected leaders are known to have strong opinion in appointment of head teachers (Buke, 2007) the policy outline minimum requirements for a teacher seeking to be considered for promotion into administrative grade and professional qualification, special merit on work performance and performance in national examination. Special achievement in co-curricular activities and teachers professional conduct moral standing and initiative (Republic of Kenya, 2005b).

The Ministry of Education (MOE) asserts that the children of Kenya deserve quality service delivery and education resources should be managed in an efficient and effective manner (Republic of Kenya, 2012). The Ministry of Education established the Kenya Education Management Institute (KEMI) to continually upgrade the core competencies (knowledge, skills and attitude of education managers especially for primary school head teachers. Who are appointed to managerial position at job group G (P1) approve teacher (IV) job group H. These teachers then rise through the ranks to become heads of departments, deputy head teachers and finally head teachers.

The performance of head teachers is often based on the academic performance of their pupils in the national examination and on their financial management skills in their respective schools. Kenya has witnessed a number of catastrophic events on both students and head teachers based on the results in the national examination. Articles published in local dailies indicate that head teachers commit suicide following cancellation of Kenya Certificate of Primary Examination (KCPE) or when their students perform poorly as was witnessed in Narok county in 2012 (Daily Nation Jan 4, 2012). In Kakamega County (Daily Nation Jan 5, 2012), parents stormed a primary school and attacked the head teacher accusing him of lowering the academic performance in the school. Such kind of attacks directly affects the performance of the respective head teachers and generally the performance in the respective schools.

Schools have also witnessed numerous case/ incidents of unrest following the appointment and transfer of head teachers from respective schools. These demonstrations are sometimes initiated by community members with the objective of having one of their own head the schools; thereby interfering with the objective appointment of head teachers and general performance of the schools. A case in point is in Kwale county a head teacher of a primary school was man-handled and chased

out of the school by parents after the school ranked nearly bottom in the and warned him never to set foot in the school compound. In Konoin, the sub county officer was forced to dispatch a team of officers to the schools in the district to address the grievances raised by the parents following dismal performance in the national examination.

In some Christian sponsored schools where the church and the Teachers Service Commission (TSC) have a memorandum of understanding; the local clergy of the sponsoring church sometimes threaten or force the transfer of teachers in their sponsored schools if they have not been consulted of the head teacher appointment. This scenario was witnessed in Butunyi Catholic Church in Butula Sub County of the larger Busia County where the local priests threatened to evict the head teacher of a Primary School if the teacher service commission did not transfer him from the school (Citizen weekly Jan 18, page 6, 2016). Such kind of threats and intimidation to teachers not only affect the academic performance of the schools they head but also their working relationship with the school's stakeholders.

Despite the laid down promotion framework, the promotion criteria is not always objective due to the various interested stakeholder groups of the school. For instance, mission schools sponsored by a given religious group will often have a head teacher who professes the faith so as to further its religious agenda. This phenomenon is also witnessed in community built village schools where the villagers will prefer one of their own to head the given school. The criteria of choice of the head teacher in such circumstances is not necessarily objective as the chosen head teacher might not be the best leader of the group of teachers available yet the interest of the community will be given priority to ensure harmonious coexistence between the school and the community.

Kenya as an ethnically diverse country also has the concept of 'regional balance' where each community would prefer to be represented in the sharing of the 'national cake'. This lack of objectivism has often been associated with both poor academic and infrastructural development of the given schools. There is also limited data on the performance level of these community preferred head teachers with regards to performance of the students in the national examination KCPE which is used as a marker of excellence and promotion to the next stage of learning.

1.2 Statement of the Problem

The performance of public primary schools in Pokot Central Sub County over the past three years has been below average compared to Pokot South and West Pokot Sub counties. For instance statistics from Sub County director of education shows that the average performance for public schools in 2013 was 232.34, then 2014 the mean achievement was 228.78 and in 2015 the performance was 220.63.(Source CDE West pokot County) This shows that the performance of schools has been on a declining trend. As it is understood incidences of parents and other community members chasing away head teachers for poor performance has been happening in various parts of the country and especially in West Pokot. For instance, several incidents have been reported where some schools rejected some head teachers because the cause of their transfer was poor performance of their schools. The question that the study sought to determine was to whether the selection process of head teachers could have influenced the performance of schools. However, inadequate studies have been conducted to address this issue in Central Pokot Sub County. It was therefore necessary for the researcher to investigate the influence of head teacher selection and appointment criteria on academic performance of public primary schools in Pokot Central Sub County, Kenya.

1.3 Purpose of the study

The purpose of this study was to assess the head teachers' promotion criteria adopted by public primary schools and their effect on academic performance in Pokot Central Sub-County.

1.4 Research Objectives

The study was guided by the following research objectives;

- (i) To determine if the appointment of head teachers based on their education qualification affects academic performance of public primary schools in Pokot Central Sub County
- (ii) To establish if the appointment of head teachers based on their experience, influence academic performance of public primary schools in Pokot Central Sub-County
- (iii) To investigate if leadership skills of head teachers in appointment affect academic performance of public primary schools in Pokot Central Sub County
- (iv) To determine if the role of community and sponsors, in the appointment of head teachers influence academic performance of public primary schools in Central Sub County

1.5 Research Questions

The following were the study research questions;

- (i) What is the effect of education qualification in headship as promotion criteria on academic performance of public primary schools in West Pokot County?
- (ii) Does the appointment of head teachers based on experience affect academic performance of public primary schools in Pokot County?

- (iii) How does head teachers leadership skills as a criteria for their appointment influence academic performance of public primary schools in West Pokot County?
- (iv) Does the role of sponsors in the appointment panel during the interviews of head teachers influence academic performance in public primary schools in West Pokot County?

1.6 Justification of the Study

The yard stick of how well a pupil received high quality education is based on their performance national examinations. This performance depends entirely on the leadership structure in the school the pupil attends and how the established curriculum is implemented.

The study findings will inform the Teachers Service Commission on clear guidelines that should be strictly followed by selection panel during recruitments of head teachers. The Ministry of Education will have influence on policy framework that will ensure that qualified teachers are selected to fill the positions of head teachers without interference from politicians, religious organization and the community, teachers will benefit from the study by following due process during recruitment into headship positions.

1.7 Scope of the study

This study was conducted in public primary schools within Pokot Central Sub-County. Pokot Central Sub-County is divided into smaller administrative structures known as zones. There are six educational zones. The study focused on four selection measures; education, experience, leadership skills and sponsors as criteria for headship appointment and how it influences academic performance of primary schools. The study collected information from teachers, head teachers and TAC

tutors. Questionnaire and interview schedules were used as instruments for collection.

Of quantitative and qualitative data

1.8 Assumptions of the study

The study made the following assumptions

The primary schools within West Pokot County have similar characteristics and information obtained from the selected schools were representative of the entire County, the respondents who participated in answering questions gave the correct responses to the research questions. The study will provide solutions to the problem being investigated.

1.0 Limitation of the study

Limitations of the study are noted in respect to the research instruments used for data collection and in terms of issues related to the participants in research study.

1.10 Theoretical Framework

This study adopted the Peter Principle Theory. This theory explains the effect on an employee's effort, of a promotion to a new and different job, which has a new set of demands. Peter and Hull (1969) argued that since past employee performance is continually used to predict future performance, people are eventually, promoted to a job where they would not be effective. Peter and Hull declared that in a hierarchy, every employee tends to rise to his level of incompetence. The Peter Principle is the concept that in bureaucratic organizations, new employees typically start in the lower ranks, but when they prove to be competent in the task to which they are assigned; they get promoted to a higher rank, which in some cases are managerial. In this study, teachers are promoted to leadership positions

The result is that most of the management levels of a bureaucracy will be filled by incompetent people, who got there because they were quite good at doing different

and usually but not always easier work than they are currently expected to perform. In other words, workers, managers and administrators tend to be promoted to the level of their incompetence.

Many workers and managers do so well and are rated so highly in earlier jobs that they are promoted to higher positions, which often requires skills that they do not possess, until they reach a level where their performance is poor and where they are no longer effective (Obilade, 1986). Though many scholars have criticized the Peter Principle for being “rather pessimistic”, they still agree that this principle represents more truth than fiction (Koontz, O’Donnel & Weihrich, 1980; Mitchel, 1982). They agree that there is a real danger of promoting an individual beyond his or her level of competence. This principle underscores the need to scrutinize the process of staff recruitment and promotion. It also calls for attention to the problems that can arise when past performance is used to predict future performance on a job that is substantially different from the one the individual is leaving.

Kenyan educational system relies mostly on years of experience and promotion to elevate people from one cadre to the other, especially from the classroom to the headship level (Okumbe, 2001; Nyongesa et al, 2010). The danger here is in promoting an individual from a position of competence to a position of incompetence. There had been cases of individuals who performed well enough in lower positions, but who later occupied positions too difficult for their competencies (Bush, 2008).

In school system, individuals who have been competent teachers or heads of departments often get promoted to the post of the deputy head teacher. In this position, they relate well with teachers, students and parents and are intellectually competent. Sometimes, they gain further promotions to the rank of school head teacher. Usually, these people had never had to deal with officials of Ministry of

Education; nor had to handle so many pupils by themselves. Several of them are soon regarded as incompetent head teachers since it was apparent that they lacked the required skills to work with such high officials and deal with the student body as well as the resulting administrative problems.

Thus, since it has been observed that experience alone cannot provide the necessary yardstick for the appointment of head teachers, it is necessary to search for more corrective theory. This theory leadership appears to be quite relevant in the search for effectiveness in organizations. The theory proposes the adoption of training programs that prepare leaders to function effectively in specific organizational situations. This approach throws more light on how administrators in the Kenyan school system could be trained to perform effectively. The premise of the contingency idea is that performance is contingent upon a proper match between the individual's competencies, skills and talents and the job.

1.11 Conceptual Framework

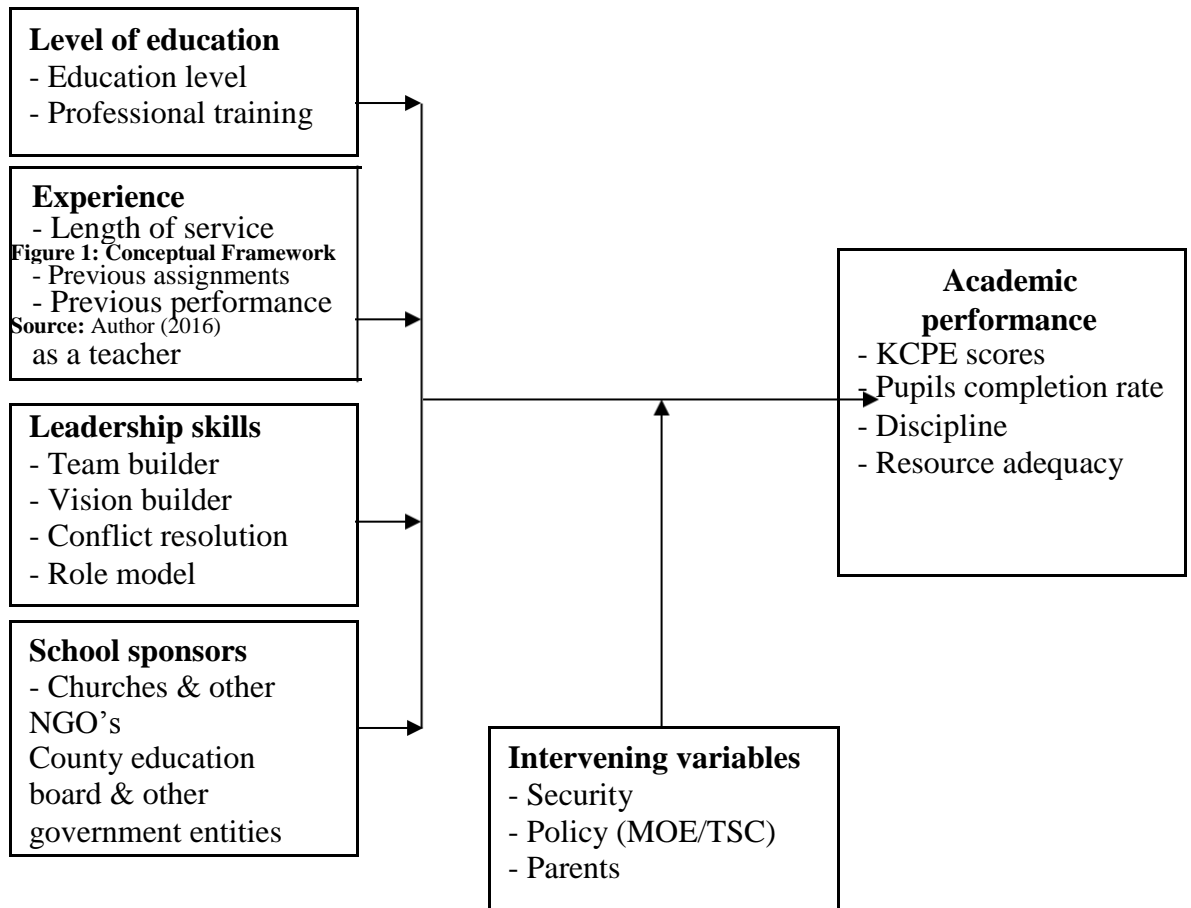
In this study head teachers promotion criteria was the independent variable. This is because the promotion criteria adopted by the selection panels determines the performance of the head teacher both administratively and of the pupils in national examinations. Highly qualified, competent and efficient teachers promoted to the position of head-teacher often have a better administrative performance and well performing pupils than those less qualified. Therefore, school academic performance was the dependent variable. The school system formed the intervening variable as public primary schools have difference in resource availability, curriculum implementation framework and head-teacher promotion criteria. All these affect both the promotion criteria and ultimately the head-teacher's performance. Figure 1.1

shows the conceptual Frame work for the research linking independent and dependent variable.

Independent variables

Dependent variable

Head teachers appointment criteria



1.13 Operation Definition of Terms

Academic performance: This is how well a student scores in a national examination based on the set pass-mark. In this research it is the performance of schools in KCPE national examinations, pupils' completion rate in schools.

Academic qualification refers to the highest level of certificate in formal education that a head teacher or a teacher possesses in public primary schools.

Experience: Refers to the period of working of a head teacher in a certain position within the school. It may be in teaching or managerial capacity. It is one of the criteria that is looked at during recruitment and selection of new head teachers.

Head teacher: A teacher of a higher rank made administratively in charge of fellow teachers within a given school. In this research, the head teacher is the leader of a school appointed by Teachers Service Commission.

Leadership skills: Refers to characteristics of a person based on his or her personal traits. The leadership skills that are looked in this research involve; team leadership, vision builder, conflict resolution skills and role model.

Level of education refers to the level of education of head teacher in primary schools considered for one to be appointed to that position. The level of education may be considered having; certificate, diploma, degree post graduate diploma or even masters

Promotion criteria: The method adopted by County selection panel to move a teacher to the position of head-teacher.

Public primary school: They are schools receiving direct funding from the national government offering basic education programme from standard one to standard three.

School sponsors: They are stakeholders within the education sector mandated to oversee the recruitment of head teachers. In this study, the school sponsors are

County and Sub County education boards, religious organisations (faith based), non-governmental organisation and global bodies (World Vision) among others.

1.14 Summary

The chapter has covered the background of the study in trying to understand the promotion criteria used to appoint head teachers and their influence on academic performance in public primary schools in Kenya. The chapter has also presented the problem statement, objectives, research questions and justification of the study. Scope and assumptions of the study also have been discussed together with the theory that guided this study, conceptual framework and operational definition of terms. The next chapter presents the review of literature.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter describes related literature review of the previous research conducted in the field of public primary school education system management.

2.2 Appointment of head teacher based on their education qualification and academic performance of schools

The schools in the 21st Century requires a head teacher who will embrace a multi-dimensional approach to leadership so as to bring about school improvement and effectiveness. Scholars point out that principals play pivotal role in the school setting (leithwood & Jantzi 2008, Waters et al. 2003) high- performing schools have been successfully turned around under strong leadership of a head teacher(Duke et al. 2005) therefore, it is logical to understand that the leadership of a school administrator is important factor for school effectiveness. The lack of effective ways to select head teachers and capacity building of promising leaders may eventually undermine the performance of schools.

The common wealth report (1996) as cited in (bush, Jackson 2002) refers to connection between quality leadership and school effectiveness stating that teachers play the most crucial role in ensuring school effectiveness (p. 417).

Qualification is the training or acquisition of a degree or any certification which a prospective principal gets in addition to teaching skill, experience and other knowledge. It could be described as the condition or standard which must be adhered to before a Candidate for the principal ship can apply for the job (Bolanle & Babatunde, 2016). As headship is a specialist position, many countries, especially those of developing contexts, are gradually embracing the idea of providing specific

preparation programs (Bush, 2008). In United States, Reardon (2003) researched the perceptions of public school superintendents on head teachers' selection in Massachusetts. Superintendents viewed candidates' professional and personal skills and abilities to be more relevant than their professional and personal backgrounds and experiences when forming criteria upon which selection decisions are based.

The OECD (2011) study discovered that one of the policies and practices that influenced the performance and outcomes of secondary students in Finland positively was the fact that all teachers were required to obtain a postgraduate qualification as a prerequisite for employment. Principals were then appointed from the crop of successful and effective teachers after leadership preparation training.

In Singapore, the system of identification and promotion for school headship is complex and influenced by the interplay of several factors besides the educational qualification and job performance of eligible education officers. There are a number of paths that teachers aspiring to become Head teachers can take to advance their careers beyond the classrooms. The usual pattern for accession to head teacher ship is one where education officers begin their careers as classroom teachers. They must demonstrate their effectiveness as teachers first and be identified by their Head teachers for leadership responsibilities at the school level in committees or as heads of department in their school organization. If they prove themselves to have leadership qualities, this could lead to their appointment as deputy head teacher to attend a formal training program designed for prospective head teacher and conducted by the National Institute of Education, Singapore. Such a recommendation would have to be endorsed by the Ministry of Education. This ministry applies other selection criteria to determine the suitability of candidates for Headteachership (Choy & Hean 1998).

In Hong Kong, teachers' aspirants are required to accomplish a Certificate for Head-teacher ship (CFP) within a period of two years before assuming the role of head-teacher ship with effect from 2004. The CFP comprises three components:(a) a needs analysis aiming at helping APs reflect on their own weaknesses and strengths; (b) a designated preparation for head-teacher ship course composed of not less than 72 contact hours and containing six core areas of school leadership; and (c) submission of a portfolio of a formative account covering the aspirant's on-going reflections and a personal statement on his or her educational values (Education Department, Hong Kong 2002).

In the light of the introduction of the CFP requirement in 2004, all NAPs should have undergone designated preparation prior to their appointment to head-teacher ship. In addition, a two-year designated program has been introduced for NAPs since 2002 to provide them with timely support in adapting to their new role. Apart from the induction programme in the first year, the structured support programme has been introduced since 2004 to provide NAPs with leadership development opportunities and support from experienced head teachers to meet the challenges including major new initiatives pertaining to the secondary level of education (Ng & Szeto, 2015).

The study by Lingam and Lingam (2014) in Fiji regarding a group of school leaders' perception of the leadership and management programme revealed that some areas such as financial management, context-specific training, adopting various strategies for programme delivery and field-based training were considered essential and needed to be strengthened in future training programmes. Lingam and Lingam propose to undertake an investigation to determine the needs of APs and NAPs prior to offering any leadership training programs for them.

In Vietnam, Nguyen (2013) observed that where only 0.2% of principals earned Bachelors or Masters Degrees in education and 40% of them received their principalship training in short term courses, it was found that principals ascribed the problems they encountered in the bid to achieve effectiveness of their schools to either not having received training or insufficient training through short term courses before placement to the post of principal.

Quraishi and Aziz (2016) discussed the key issues in the principal recruitment and selection process in Northern Pakistan and propose a model to improve the policy and practice. The study was qualitative involving face to face interviews with principals, policy makers and selectors to identify key influencing factors in the selection and appointment of school principals. Findings revealed that These included lack of professional standards / qualification for profession, closed–merit- selection policy, lack of preparation training, lack of partnership among the institutions, ineffective selection strategies, irrelevant professional courses for principals, and infrequent assessment and evaluation for principals.

In South Africa, a leadership preparation programme entitled ‘Advanced Certificate in Education (ACE)’ was introduced for APs in 2007 (Bush et al, 2011). The programme comprises five key areas: understanding school management in the South African context; managing teaching and learning; managing finances and physical resources; managing people and leadership; and managing education law and policy. Mentz et al,(2010) criticized that the focus of the programme was on ‘managerial’ instead of a critical exploration of ‘leadership issues’, whereas Bush et al,(2011) commented that it lacked constructive alignment to the work situation of a lot of head teachers managing underprivileged schools in South Africa. Nevertheless, some responses

demonstrated that the items of mentoring, networking and site-based assessment were regarded as positive among participants' feedback (Lingam & Lingam, 2014).

Mentz et al, (2010) found the following themes identified by the head teachers as most useful in the programmes: experiencing relationships with students, parents, colleagues and administrators; mentor–mentee meetings; skills of conflict resolution; connection with parents and the community; value-laden leadership and formal training programmes. Making reference to findings from the evaluation and study of leadership preparation and development programmes in developing and developed countries can help draw a number of interrelated features that give hints to the existing study of the professional development needs of the head teachers in Pokot Central.

Mulkeen, Chapman, DeJaeghere and Leu (2007) in the World Bank study found that most teachers agreed that to be promoted into head teachers; they have to work hard and be disciplined in order to prove their abilities. The teachers noted that it was helpful to be in another position of responsibility, such as head of department, before applying to be head teacher. Teachers also agreed that they need to pursue further studies to be qualified to manage a school. These data, in the view of the researchers suggest that the process by which head teachers are selected is not based on qualifications to administer and manage a school, but rather they are selected based on prior positions held or their performances as teachers. Indeed, several teachers in the study commented that they were not interested in becoming head teachers.

Nkuna (2014) explored the pathways followed by school principals in the Limpopo Province of South Africa. Formal and informal pathways that teachers aspiring to be principals take were identified in addition to exploring what motivated the principals

to apply for their posts. A Qualitative study approach, using semi-structured interviews, was employed. A total of ten participants were selected using purposeful and convenience sampling. The findings of this study revealed that teachers aspiring to be principals are aware of policies and legislation governing the appointment of principals. The factors that contribute to the appointment of principals include qualification as a teacher and qualification in educational management; experience in terms of number of years in teaching and years' experience in management; individual traits; and interpersonal relationships.

Bolanle and Babatunde (2016) examined the place of graduate qualification in principal appointment process in Nigeria. It also investigated the influence of principals' graduate qualifications on secondary school effectiveness in Nigeria. The study found that: graduate qualification had no influence on selection to the post of principal as it was not one of the requisite qualifications for appointment as principal; that quality of the school principal in terms of qualification possessed had positive influence on school effectiveness.

Ogembo (2005) observed that appointments of head teachers is done on the assumption that the pre-service professional training that they underwent to prepare them for teaching, coupled with the experience that they get as practicing teachers are enough to enable them discharge their roles effectively. It is assumed that when the newly appointed heads assume office they will learn on the job and that they will attend in-service training to equip them with emerging managerial challenges. However from the head teachers own experiences and in view of how they have been discharging their roles, it raises questions about their preparedness in this respect (Sang, 2010). Eshiwani (1993) and Okumbe (1999) in Sang (2010) agreed that

training improves workers' effectiveness in discharging their functions. It is therefore important that training needs for school heads are addressed immediately one is appointed. This would render them effective in discharging their managerial duties such as implementing educational policies.

According to Sweeney (2012). Posits that head teachers should be concerned in what goes on in classroom because that is where the clients are attended to define the quality element of service provided. This is guaranteed through effective communication in the school, which ultimately influences on the school academic attainment in National Examinations.

2.2 Appointment of Head teachers Based on Experience and Academic performance of Schools

The appointment of head teachers by the Teachers Service Commission (TSC) is done based on experience of the teacher i.e. the more the numbers of years one has taught the higher the chance of promotion to head teacher level (Okumbe, 1999).

A study by Sushila (2004), Shows that the head teacher is the leader in a school, the pivot everywhere which many aspects of the institution rotate, and the individual in charge of everything used in managing the school. Whether academics or managerial, the head teacher should be involve in making most of the decisions of the school therefor it is important that the head teacher is a leader, a thinker and a decision maker.

Qualifications sought for promotions according to the school principals are; academic, qualifications, experience, participation in co-curricular activities and students performance in the subject taught by the teacher. Degrees and masters qualifications are prioritized. Teachers' performance in school work is highly valued and is obtained from certificates of co-curricular activities and performance of learners in the

teacher's subject in KCSE examination. Those who had no examination classes are required to go with the results of the last examination class they had taught (Mugweru, 2013).

A study by Sang (2010), sought to establish to establish preparedness of teachers to face challenges and problems that come with running these institutions. The fact that they are elevated to head schools without proper training in management practices is a cause for concern. The study specifically sought to identify the challenges and training needs of head teachers in secondary schools. It also explored the availability of head teacher training and its importance in managing schools. The need to have management training for teachers' prior to promotion to the level of head teachers should be the focus.

Ogembo (2005) observes that for one to be a head teacher, he she must be a qualified teacher, and must have been in an administrative post already such as a deputy head teacher. Although this ensures that appointees have some management experience, there are no mechanisms for tracking or monitoring how those appointed as heads performed in their earlier roles. The study recommends that what is required is proper managerial skills for prospective heads.

Studies on the training needs of school managers in Kenya (Okumbe, 1999; Kipnusu, 2001; Ogembo, 2005) found that most take up management positions without formal training in leadership. Lack of confidence in their work especially in handling personnel in their schools are some of the common challenges experienced by head teachers. The above named researchers have pointed out that generally head teachers have shortcomings in the following areas: general administrative duties; planning and financial management, keeping of school records, personnel management and

development; curriculum implementation and evaluation; and lastly, in areas pertaining to teamwork in the school. These challenges clearly indicate that on appointment, head teachers need formal training to ensure effective administration of secondary schools in Kenya.

Bush and Oduro (2006) noted that throughout Africa, there is no formal requirement for head teachers to be trained as school managers. They are often appointed on the basis of a successful record as teachers with the implicit assumption that this provides a sufficient starting point for school leadership. Bush (2009) argued that the additional responsibilities imposed on school leaders, and the greater complexity of the external environment, increase the need for head teachers to receive effective preparation for their demanding role. Being qualified only for the very different job of classroom teacher is no longer appropriate. As this view has gained ground, it has led to the notion of entitlement (Watson 2003). As professionals move from teaching to school leadership, there should be an entitlement for them to be developed appropriately; a moral obligation. Requiring individuals to lead schools, which are often multimillion-dollar businesses, manage staff and care for children, without specific preparation, may be seen as foolish, even reckless, as well as being manifestly unfair for the new incumbent (Bush, 2008). Watson's (2003) question about whether the employer has a professional or ethical obligation to develop head teachers should be answered with a resounding yes.

In Ireland, Devine, Grummell and Lynch (2011) paper analyses the organisational culture embedded in top-level educational appointments across primary, secondary and higher education in Ireland. Based on interviews with 23 senior appointees and 23 assessors for these posts (all of whom we also senior managers), the paper shows that

challenges for educators in a new public management system are not necessarily between 'plasticity' and 'authenticity' They found out that heads/deputy heads of schools, colleges and universities are increasingly defined in 'elastic' terms. They are constantly stretching to accommodate competing values of measured performativity and care within schools, and to simply perform in higher education.

In Nigeria Arikewuyo (2009) World Bank study reaffirm the position that teaching experience, rather than professional qualification and competence are currently being used in promoting teachers to managerial positions in Nigeria and many other African countries. There is therefore the need to amend the National Policy on Education in order to accommodate this recommendation. In addition, the National Institute for Educational Planning and Administration (NIEPA) needs to be legally strengthened, just like the National Institute of Education in Singapore, in order to carry out this responsibility.

Zulu (2007) investigated the experiences of women in universities in South Africa and the United Kingdom. The study was carried out within the framework of a cross-sectional survey research design employing both quantitative (questionnaire) and qualitative (interview) data collection methods. The study consisted of thirty two female participants who were either currently or previously heads of academic departments in universities. Findings indicated that, apart from lack of mentorship and formal preparation for the position, the women did not experience any major obstacles prior to becoming head of department. The women were confident about several skills related to managing an academic department. They were not certain, however, about stress management, delegation and entrepreneurial skills.

According to the T.S.C code of regulation, chapter five (section 41) teachers are supposed to apply for promotion. However this has not been working for the last two or so decades instead teachers have been promoted on merit in most cases these also apply as stipulated by the code chapter 5 (section 42) only those individuals who have displayed exceptional ability as teachers in the performance of their duties warrant promotion. Interesting enough the power of the Principal pen is very instrumental on deciding who gets the promotion since it is them who make the recommendations that are used in rating the aspirant. Given this scenario, this study takes the Principal of a secondary school as key player in determining who gets promotion among his or her members of staff (Wangari & Kyalo, 2015).

A study by Mugweru's (2013), sought to investigate implementation of promotion policies by the TSC in secondary schools using the case of North, West and Central districts of Nyandarua County. The study considered differentiations of teachers along type of school, experience and gender. A descriptive research design was used where the data obtained was general sable for all the teachers in the three districts. All the teachers in two county schools (former provincial schools), three district boarding schools and eight district day schools out of the forty nine government secondary schools were involved. Thirteen principals from the sampled secondary schools, the three District Education Human resource officers (DEHROs) from the three districts and two officials involved in promotion of teachers in TSC headquarters were involved. The study showed that one promotion to job group M is the main promotion for secondary school teachers who do not move to education management and administration in their career.

Nandwah (2011) discussed findings on the experiences of public secondary schools principals in Kenya on how they are prepared and developed for school leadership 26

and factors which facilitate and hinder their preparation and development. The findings from this qualitative study that employed interviews and document analysis indicate that despite lack of specific preparation and development of principals, there are other ways in which principals are prepared and developed for school leadership. These include in-service courses, principals' conferences and personal initiatives. While former principals support, availability of in-service courses and finances facilitate preparation and development, irregularity of in service courses and lack of money hinders the same. The study by Nandwah failed to link experience factor during appointment of head teachers and its influence on academic performance.

Wekesa (1993) noted that to improve students' performance head teachers were required to ensure that management of schools was enhanced. Effective leadership by head teachers was a requisite to good performance in schools (Chitavi, et al, 2002)

2.3 Leadership Skills of Head teachers in Appointment Effect on Academic Performance of Schools

The findings of the study by Notman and Henry (2011) in New Zealand indicate that successful head teacher leaders had good mastery of the following seven leadership capacities: management, communication, consultation, knowing when to lead, decision making, critical reflection and interpersonal connectedness with members of the school community. Neophyte head teachers envisaged that successful leadership skills should comprise conflict resolution, team building, role modeling, vision building, fostering a successful environment, communication and community leadership (Walker and Carr-Stewart, 2006). Evidence collected by Salfi (2011) revealed that successful school leaders developed colleagues to lead and distributed leadership responsibilities throughout the school, developed a common and shared

school vision, involved various stakeholders in the process of decision making, developed the professional development mechanism for teachers and involved parents and community in the process of school improvement.

In United States, Palmer, Kelly and Mullooly (2016) explored the perceptions and practices of top level district administrators regarding the use of fit (match between the values of the school-organization and the candidate) within principal selection processes through a conceptual framework of cloning cultures which raise significant equity issues for non-Caucasian selection participants. Results of this study indicated participants define fit both similarly and differently, they believed fit is an important attribute sought in selection, using fit within selection has both advantages and disadvantages, and selecting principals based on fit did not guarantee that a principal would fit the school and district community.

Palmer (2016) investigated the processes by which school principals are selected. A national sample of top-level school district administrators was used to investigate their practices when selecting principals. Results of this study indicated top-level school district administrators are inclined to select principals who possess four attributes: communication skills, student-centred orientation, people skills, and curriculum and instruction knowledge.

A research by Ng and Szeto (2015) found out in Hong Kong, there was an acute need to provide newly appointed head teachers with opportunities for continuous professional development so that they could face the impact of reforms and globalization on school development. They conducted an exploratory qualitative study regarding the perception of 32 newly appointed head teachers from secondary schools on (a) their role as a new head teacher and (b) their needs and expectations on the school leadership development programme so that contents of existing development

programmes could be improved to meet their needs. Findings demonstrated that the newly appointed head teachers expected to be equipped with the administrative skills of human resources management such as empowering middle leaders and handling underperforming staff; the practical technique of financial management; the skills of dealing with legal matters regarding school management and the capacities of curriculum and instructional leadership. In addition, they attributed networking with peers and working with mentors as invaluable experience and support for their early years' head-teachership.

Tihverainen (2009) study sought to provide an account of head teacher selections in Finland. Research questions aim at understanding 1) the premises for head teacher selections and 2) the dynamics that influence the selection process. The data consists of 13 interviews and three phone interviews with municipal education administrators (superintendents) and chairs of education committees in eight different municipalities. Qualitative methodology in the form of cross case analysis and grounded theory is used for inductive analysis. The main findings imply that municipalities mostly select head teachers by traditional method. In these cases the selection comprises in fact two processes of which the first is about selecting a suitable candidate and second about the interaction between the administrator and the final decision maker, the committee. Some municipalities have delegated the selection decision to administrators simplifying the selection process. The main selection procedures in municipalities subject to study are similar to each other. The head teacher selection criteria vary only marginally and emphasize organizational fit. The underlying dynamic is organizational trust within the municipal decision making organization.

In Hong Kong, Kwan and Walker (2009) study was designed to identify the factors that both hiring bodies and applicants believed were most important when making decisions about head teachers selection, appointment and acceptance. Based on a quantitative study involving the four main groups of players in the principal selection process, Kwan and Walker confirmed a four factor structure. In order of importance the four factors were generic managerial skills, communication and presentation skills, experience and credence, and religious affiliation and external connection. The findings indicated a shift in the role expectation of head teachers from educational leaders to administrative managers. Findings also challenge the use of interviews as the sole principal selection mechanism.

In Pakistan, Ahmad, Hussain and Virk (2014) study was to find out the essential leadership qualities of an effective and good school leader as perceived by the teachers, head teachers and district school managers. The Executives District Officers Education (EDOs-E), County Education Officers (CEOs), head teachers and teachers working in secondary schools of Punjab province constituted the population for this study. Findings revealed that majority of the participants recommend that a good and effective leader should be a blend of professional, personal and social qualities. The main qualities for a good leader suggested by the participants are: knowledge about organisational behaviour and leadership; awareness of the required managerial skills; commitment to continuing professional development; model personality, highly qualified, committed and experienced; communication skills; role modelling; efficient use of time; high levels of knowledge, understanding and confidence; attitude towards profession; highly developed personal qualities i.e. integrity, sympathetic, loving, loyal and devoted.

In Cameroon, Vernyuy (2015) examined leadership styles of secondary school principals in Cameroon, in terms of transformational, transactional, and laissez-faire leadership styles. A qualitative approach, using a semi-structured interview, was adopted. It was conducted on ten principals, ten teachers, and ten students. Majority of respondents from schools described their principals as transformational leaders. Doubts are cast on the nature of transformational leadership in schools in Cameroon, since there is less training and development for leadership in schools.

In Kenya, the criteria for suggesting the appointment is obscure, in some instances it is through years of service accumulated, performance in co-curricular activities, cronyism, under influence and merit, Passing higher examinations or going for further studies is not a straight guarantee for appointment to this position. Therefore not all head teachers are of the same academic attainment yet they do the same tasks (Marondo, 2013). Mugweru (2013) observed that despite the criteria of promotion of secondary school teachers in Kenya is well outlined by the Teachers' Service Commission (TSC) in terms of academic qualifications, length of service and performance on the job, literature shows that many teachers continue to stagnate in one job group. The TSC criterion that gives much consideration to students' performance in national examinations as well as extracurricular activities, and recommendations from principals of schools amongst other factors (Nyongesa, Ndiku & Shiundu 2010) seems to favour national and county school teachers whose schools enrol better performing students. In addition, most national and county schools are more endowed with facilities than district schools and therefore their learners may perform better in national examinations and other activities (Mugweru, 2013).

In Kenya, Marondo (2013) study sought to establish the factors that influence head teachers competence in financial management, in public primary schools, Mbeere District Kenya. This study adopted a descriptive survey research design. The target population was 95 public primary school head teachers and 5 Zonal Quality Assurance and Standard Officers in the District. The findings indicated that majority of the head teachers (88.3%) lacked the basic skills in financial management since they could not make statements for preparing bank reconciliation. In view of the findings (78.3%) established that exposure to management training, academic qualification, and administrative experience influenced public primary school head teachers competence in financial management in Mbeere sub county. (60%) of the head teacher had not attended even a single course in financial management. This implies that most of the Head teachers were managing the public funds /resources on trial and error muddling through and this is very dangerous as it may lead to wastage of resources and legal implications on the part of head teacher who may unintentionally mismanage the funds. The study by Marondo (2013) was on financial management skills while this study focused on leadership traits considered by appointment panel during selection of head teachers and how it affected academic performance of public primary schools in Central Pokot Sub County.

2.4 School Sponsors Role in the Appointment of Head teachers and Academic Performance in public primary Schools

The Koech Report(Government of kenya, 1999),distinguishes between three types sponsors, primary, the original sponsor, and secondary sponsor, in primary the sponsor are those people who built the schools they often use their own land, they develop them until the government took over, secondary sponsors were those individuals who invited by the communities to sponsor the schools that were

originally community schools or community projects and subsequently developed the physical facilities of the school.

Tertiary sponsors are those that were invited after the schools were built and never contributed to the physical development or tangible upkeep of the school. According to Koech (Government OF Kenya, 1999) declared that sponsors are required to take an active role in spiritual financial and infrastructure development of schools in order to maintain the status of sponsors.

The Kenya's Education Act makes provision for the appointment of sponsors in school management and empowers them to participate in the management of schools or colleges that they sponsor (Onderi & Makori, 2013). (Walker and Kwan 2011) established the strategies school sponsors use to select the best candidate for a head teacher position. The study draws on both qualitative and quantitative data. The quantitative analysis drawn on data collected from school supervisors and school head teachers confirmed a four-factor structure and qualitative interview data was used to supplement findings. In order of importance the strategies employed by school sponsors were: panel professionalism, the interview, making the cut and pre-interview. Findings indicate that the selection component of head teacher recruitment remained at best an uncertain science. Tensions endure between beliefs and perceptions of panel members from different backgrounds. These include beliefs about competence and level of involvement in important activities such as short-listing. Relational ties, religious affiliation and values congruence are important to members of school sponsors, but we are unsure of the influence these have on the quality of successful applications. It seems that at a minimum they may reduce the pool of real applicants.

Cottrell (2017) examined the role that fit may play in recruiting, hiring, and placing principals, both from the perspective of the principals and from the perspective of the hiring bodies. Data was collected from ten principals in the first 3 years of their current placement as principal and 6 district personnel (superintendents and human resource directors) responsible for hiring and placing head principals. Data indicated that both principals and those responsible for hiring and placing them gave significant consideration to the fit, or match, between a candidate for a head principal position and the school environment itself. While these considerations affected the final decisions regarding principal placement for district personnel, principals indicated a trust in and support for decisions about placement made by district personnel, even when they did not perceive a positive fit.

(Palmer, Kelly & Mullooly 2015) examined the perceptions of 221 California public school principals regarding inequity within their principal selection experiences. Results of this study indicated a considerable number of participants had encountered inequity in their experiences as analyzed through the lens of a justice judgment theoretical framework. Participants perceived that merit-based selection was practiced; however, other participants described pervasive inequity. Participants also described a dichotomy within school district hiring cultures regarding the use of merit. Students need the most-qualified principals leading their schools as Common Core implementation marches toward assessment. Subjective selection procedures and hiring cultures which breed inequity may lead school districts to select less-qualified principals at a critical time when the highest order of leadership is needed to raise and sustain student achievement within public schools.

In Ireland, Grummell, Devine and Lynch (2009) explored how educational leadership is constructed through the selection process in the context of Irish education. They found out that the selection process was crucial as it is at this stage that the definition of a leader is constructed by selection boards and, in turn, interpreted and embodied by candidates as they present themselves as potential leaders. Such research also suggests that selection is a subjective process of decision-making that is strongly bound by the local context. While concerns have been expressed about the falling number of applications for leadership positions.

In Kenya, Buke (2007) decried the decline in performance of traditionally prominent schools in Kenya at the hands of political interference. He argues that, local political leaders, keen on pleasing their supporters coerce officers at the TSC to appoint “their own people” as head teachers without adhering to merit and procedure.

In the cases cited above, it appears like survival for the fittest for the stakeholders involved in the appointment of head teachers is the norm. This “law-of-the-jungle” needs to be brought to an end so as to give way to professionalism, merit and fair play in the appointments of head teachers in Kenya (Nyongesa, Ndiku and Shiundu, 2010).

Wangari and Kyalo (2015) study sought to find out if gender bias influenced the recommendation for appointment and the actual appointment of teachers to administrative positions in mixed secondary schools. The study was conducted in Nyandarua Central Sub-County. Female teachers and secondary school principals were targeted in the study. The study found out that female teachers held only 25% of administrative positions in mixed secondary schools in the sub-county. The study established that principals play a major role in the recommendation and appointment of teachers in to the administrative positions. They recommend the teachers that they

deem fit for the appointments. The study found out that female teachers were less aggressive than their male counterparts in seeking administrative positions in mixed secondary schools. The study found out that family responsibilities hindered female teachers from applying for administrative positions in mixed secondary schools, the study concluded that there is a gender gap in secondary school administration. Female teachers should be given enabling environment that will encourage them to apply competitively for administrative positions in secondary and primary schools, the incentive include posting them to counties of their choice and schools where they can comfortably play both administrative and parental roles.

Nyongesa, Ndiku and Shiundu (2010) determined the relative influence of stakeholders involved in the appointment of head teachers. The study was conducted in Bungoma East District and respondents included 20 head teachers, 20 Board of Governors (B.O.G) executive members, 6 elected councilors (Community leaders), 4 Education Secretaries of school sponsoring churches and 1 Provincial Staffing Officer, Western Province. Questionnaires and interview schedules were used to collect data. The study revealed a variation in the stakeholder influence in the appointment of head teachers. In the light of the findings, it was concluded that there is lack of regulation of stakeholder influence in the appointment of head teachers.

Nyogensa Ndiku and shiundu (2010) established that there was a variation in the stakeholder influence in the appointment of head teachers. Some stakeholders exercise greater influence than others. While all the other stakeholders had significant influence, the CEB and school sponsors had insignificant influence on the appointment exercise. Nyaberi, (2002) reports cases of competition between local communities led by political leaders and school sponsors in the appointment of head

teachers in Kisii District. Naremo (2002) found that politicians and sponsors exercise undue influence on school management in Baringo District. This study determined whether politicians have influence in the appointment of school heads.

There was a significant variation in the levels of stakeholder influence in the appointment of head teachers for secondary schools. Whilst the Provincial Education office wielded the strongest influence, the BOG and school community were found to have significant levels of influence. The CEB and school sponsor influence was found to be insignificant. The recruitment and selection of the head teachers was done at the Provincial, rather than the District Education office as per regulation (Republic of Kenya, 2002). It was therefore concluded that there is a lack of restriction of influence for stakeholders involved in the appointment of head teacher (Nyongesa, Ndiku and Shiundu, 2010). This study investigated whether there are restrictions that influence stakeholders' involvement in the appointment of head teachers and academic performance of public primary schools in West Pokot County.

Onderi and Makori (2013) study focused on role of secondary school sponsors and their relationship with the principal. A survey design was used and which comprised 81 principals was drawn from 81 secondary schools. Data was collected through the use of questionnaires, both open and closed-ended. The researchers found out that some school principals had excellent relationship with their sponsors, while some blamed sponsors on a number of areas: undue interference with the running of the schools, harassment and intimidation of the principals and also promoting unnecessary transfer of school principals. Others felt that some people nominated by sponsors to serve in the board of governors lacked necessary exposure, skills and knowledge.

A study by Suter (2017) investigated social cultural factors influencing appointment of head teachers in primary schools in Eldoret East Sub-County, Uasin Gishu County. The target population comprised of 275 respondents. The findings of the research showed that males dominate headship positions in primary schools in the sub county where even the constitutional threshold of 30% has not been attained. It was found out that female leadership is not valued. Respondents indicated that stereotypes associated with social cultural factors had significant influence on the appointment of heads of schools in Eldoret East Sub County. Women teachers were not given equal chances to apply for headship position due to cultural beliefs that the society has towards them.

2.5 The Research Gap and summary

The chapter has reviewed theoretical and empirical literature on factors influencing appointment of head teachers and its influence on academic performance of schools. The head teachers' role is becoming more demanding and therefore school heads have to endure pressures in performing their duties. For successful appointment of competent teachers, several factors are considered; level of education, leadership skills, experience and even the wish of the school sponsors. However, the reviewed studies have mostly looked at factors influencing effective appointment of head teachers, failing to provide a link between the appointment criteria and school academic performance.

This shows that gap exists in both empirical and theoretical literature.

For instance, it is not clear whether there exist differences or similarities between different appointment criteria by head teachers and academic performance of schools. This study sought to find out if there existed similarities or differences based on respondents from Central Pokot Sub County. Moreover local studies are limited

(Nyongesa Ndiku and Shiundu, 2010) checking on the factors influencing appointment of head teachers. (Suter, 2017) Investigation on the social cultural factors influencing appointments of head teachers in primary schools showed that stereotypes associated with social cultural had influence on the appointment of female head teachers hence they were not given equal chances due to what the cultural society has towards them. It was therefore important for the researcher to survey head teachers' appointment criteria influence on academic performance in public primary schools in Central Pokot Sub County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the study setting and the methods to be used in conducting this study. Specifically, it introduces the reader to the study design, sample size determination, sampling method and the sampling frame, the eligibility criteria, the study tools, the quality assurance of the study tools through test of validity and reliability and the data analysis techniques.

3.2 RESEARCH DESIGN

According to McMillan and Schumacher (2006, p.117) “The term research design refers to a plan for selecting subjects, research sites, and data collection procedures to answer the research question(s). The design shows which individuals will be studied and when, where and under which circumstances they will be studied.

The goal of sound a research design is to provide results that are judged to be credible”.

The study adopted a descriptive survey research design. According to Orodho (2005), a descriptive survey is a method of collecting information by administering a questionnaire to a sample of individuals to collect information about people’s attitudes, opinions, habits or any of a variety of education or social issues. Surveys can be defined as systematic description of the facts and characteristics of a given population accurately and objectively (Ogula, 2009).

Mugenda and Mugenda (2003) indicate that survey can be used to describe the nature of the existing conditions and determine the relationship that exists between specific

events that has influence or affects the present condition. A descriptive survey is concerned with gathering facts rather than manipulating the independent variables such as work experience, academic qualification, leadership skills and stakeholder involvement in appointment of head teachers. This research was conducted in the light of poor academic performance in public schools in the study area. The study sought information from teachers (who were the key), head teachers and education officers. Data was collected through interviews and questionnaires. The return rate for questionnaire was 90.24% which was assumed to be acceptable as recommended by Oso and Onen (2009). In this regard, a descriptive survey research design investigated the effect of appointment criteria of head teachers on academic performance in public primary schools in Pokot Central Sub County.

3.3 RESEARCH PARADIGM

According to Morgan (2000). the term (2007 the term ‘paradigm’ has become a central concept commonly used within the field of social science, Cohen and Manion (1994,p.38 defines a paradigm as the philosophical intent or motivation for undertaking a study’ Guba and Lincoln 1994,p105) views a paradigm as the ‘the basic belief system or world view that guides the investigator, Mertens (2010,p7), describes a paradigm as a way of looking at the world. it is composed of certain philosophical assumptions that guide direct thinking and action Scientific research is conducted with a specific way of looking at the world and researchers are therefore required to consider and understand the epistemological theory of knowledge, ontological theory of reality, existence and being and methodological research strategy or strategy of inquiry assumptions of different paradigms before deciding on how they will conduct their research(Guba & Lincoln, 1994; Mertens, 1998;Cohen et al., 2007; Taylor &

Medina, 2013; Guba & Lincoln, 1994). An understanding of the paradigm within which one is operating defines the intent, motivation and expectations of the research (Mackenzie & Knipe, 2006). Without this consideration there is little basis for subsequent choices regarding literature, methodology, methods, or research design (Morgan, 2007).

Methodological practices in research are influenced by the sets of beliefs and practice or paradigms, are defined by metaphysical considerations including how knowledge is generated epistemology, a patterned set of assumption concerning reality ontology and the particular ways of knowing that reality methodology (Guba, 1999; Hadson, Creswell Plano Clark & Petska, 2005).

According to Mertens (2005) suggests that physical beliefs present a system of ideas which inform our reality that ultimately one's mental framework influence the paradigm in which one works. In other words the paradigm that particular theorist accepts and employs will determine not only their research method but also will dictate their research technique adopted (Mounton, 2001; Morgan, 2007)

Towards the late 1980s into the early 1990s, pragmatism evolved as a third research philosophy (Howe, 1988). Derived from the work of Pierce, James, Mead, Dewey and more recently, Rorty, Murphy, Patton and Cherryholmes, (Creswell, 2009), pragmatism has been referred to as 'consequences of action', 'problem-centred', 'pluralistic', 'mixed models' (Mackenzie & Knipe, 2006), 'mixed methods' (Creswell & Plano Clark, 2011) and 'mixed methods research' (Johnson & Christensen, 2008).

Pragmatists explain that the complexity of our research problems calls for answers beyond simple numbers in a quantitative sense positivist-post-positivist paradigm or words in a qualitative sense Interpretivist, constructivist paradigm and believe that a

combination of both forms of data will provide the most complete analysis of problems (Creswell & Plano Clark, 2011)

3.4 Interpretative paradigm

The interpretive paradigm is an umbrella term for a host of different paradigms, all of which share the same objective of understanding and interpreting social situation (McFarlane, 2002). The interpretive paradigm “see the world as constructed rather than found” (Janse Van Rensburg, 1988:6) and the interpretivist researcher understands that knowledge as understandable, but only through the participants boundary of locations.

3.5 Positivist paradigm

This research study makes use of instruments which provide numerical (quantitative) as well as qualitative data on the aspect of social reality that the respondents bring to the head teachers promotion criteria and its effects on performance. The 19th century French philosopher Auguste Comte is accredited with being the first thinker to use the term positivism to describe the philosophical position in which explanations done by means of scientific explanation (Cohen et al., 2000) Positivism adopts an ontology which describes the world as an entity external to the individual and his cognition, it comprise hard, tangible and relatively immutable structure (Easter by-smith et al., 1994). This lead to the general doctrine, which states that all genuine knowledge is based on sense of experience and progress in accumulations if knowledge can only be made by means of observation and experiment (Cohen et al., 2000)

Positivism is associated with the idea that social reality is controlled by laws, and that these laws control the behaviour of people of people who, in turn, set up social system that reflects these law (Goodman, 1992). According to McFarlene (2000), when used

in the social sciences, the positivistic paradigm seeks to emulate the natural science in that it aims to find certainty, to be objective and value free. This paradigm often makes use of quantitative method with the aim to describe, predict and control situation.

Variables can usually be identified as the causal factors for specific type of behaviour. The generation and analysis of the numerical data that places this aspect of research study within positivistic frame work.

3.6 The pragmatic world view

Pragmatic world views come from the pragmatists. Pragmatism derive from the work of pierce, James Mead and Dewey(Cherryholmes,1992).There are many forms of this philosophy, but for many of pragmatism as world view arises out of action, situations, and consequences rather than ended conditions. There is a concern with what works- and solution to problems (Pattons, 1990) instead of focusing on methods researchers emphasize on research problems and use all approaches available to understand the problem.

Pragmatism is based on the notion that the research question or set of questions should guide the researcher in choosing the most suitable methodological approaches to addressing the inquiry (Tashakori & Teddlie. 2003; Johnson & Onwuegbuzie 2004;Cresswell & Plano Clark, 2007).the researcher within the pragmatist tradition should abide by what they term, the dictatorship of research question, than on the method or paradigm that underlies in the study practical combinations of methods or paradigm that underlies in study practical combination of methods may offer greater insight, or the best chance of answering specific research question (Johnson & Onweuegbuzie, 2004)

The study adopted pragmatism as it is a philosophical paradigm. Pragmatism is action oriented research that seeks solutions to problems in a practical manner (Cohen, 2000). Truth is rooted in practice, meaning an ideology is true if it works satisfactorily. According to (Racher, 2000) pragmatism works on the assumption that reality is different for all of us. Reality is ever changing based on our actions. Truth and knowledge are only based on evidence available at a particular time in history this truth is gotten by setting what works.

Researcher further says human actions must be judged in the context of the unique events and circumstances surrounding the actions. Pragmatism relies on subjective reasoning which moves between induction and deduction. For example, in pragmatic research one would observe a theory and then assess it through action. Interpretivists hold the view that human beings are not mechanistic and they have multiple realities which need to be understood in context, the social world cannot be described without investigating how people use language, symbols and meaning to construct social practice and that no social explanation is complete unless it adequately describes the role of meaning in human actions (LeRoux, 2006)

3.7 Study Area

The study was conducted in Pokot Central Sub-County. The Sub County is one of the four Sub Counties namely Pokot north, Pokot south and West Pokot. The sub county borders Turkana South, Baringo East and Pokot North Sub County. It is best placed for the study as most of the public primary schools were built by community, none governmental Organization or church sponsored. In these schools, the sponsors often have a key role in the appointment of head teachers for the schools which has brought contention with the laid down procedure from TSC where by it stipulates how qualified teachers should be recruited competitively to become head teachers.

3.8 Study Population

Gall, Borg and Gall (2007) defines target population as all members of a real and hypothetical set of people, events or objects which an investigator wishes to generalize the results of the research study. The study targeted were 536 teachers, 8 Teacher Advisory Centre (TAC) officers and 103 head teachers of public primary schools in Pokot Central Sub County. The selected respondents were major stakeholders in public primary school and they play a key role in the appointment of head teachers. The head teachers were targeted because they are the ones who recommended classroom teachers for selection and themselves have gone through the procedure it was better to get their opinion on which criteria was used to appoint them. Table 3.1 shows the target population for the study.

Table 3.1 Target population

Respondents	Number
Teachers	536
TAC	8
Head teachers	103
Total	647

Source: Central Pokot Sub County Director of Education (2016)

3.9 Sample Size and Sampling Procedures

3.9.1 Sample Size

Best and Kahn (2000) define a sample as a small proportion of the population that is selected for observation and analysis. According to Mugenda and Mugenda (2003), the sample must be as representative as possible of the population from which it is drawn. The sample size for the study was calculated using the following formula by (Fisher et al, 1979) cited by Mugenda and Mugenda (2033) was utilised.

$$=1+ \frac{z^2 p q}{n e^2}$$

Where

n=sample size

N=population size

E=margin of error ($e \leq 0.05$)

The sample size for respondents was calculated as:

$$\frac{647}{1 + (95)^2 \cdot (0.05)^2}$$

Therefore, the final sample size consisted of 3 TAC tutors, 39 head teachers and 205 teachers as respondents for the study. The breakdown of the sample is given in Table 3.2 below.

Table 3.2 Sample Size

Respondents	Target	Sample size
Teachers	536	205
TAC	8	3
Head teachers	103	39
Total	647	247

3.9 Sampling Procedure

Sampling is the procedure researcher uses to gather people, places or things to study (Kombo & Tromp, 2006). The respondents for the study were selected using probability and non-probability sampling methods. The key component behind all probability sampling was randomisation. The teachers were selected using simple random sampling technique. According to Kombo and Tromp (2006), this method is referred to as simple random sampling as no complexities is involved.

Therefore in selecting the teachers to participate in the study, the researcher obtained the list of all teachers (536), from West Pokot County Directors office, the researcher listed all the numbers from 1-536 teachers in pieces of papers, folded and put them in a trough and mixed them thoroughly after which the researcher picked individual 47

teacher one by one until a sample of 205 was achieved. The advantage of using this method was the data obtained could be generalised over a large population and enabled the researcher to apply inferential statistics to the data and provided equal opportunity of selection of each element of the population.

TAC tutors were selected using purposive sampling technique. TAC tutors are key persons who are consulted during appointment process and therefore had valuable information on the best criteria that works in their locality with the aim of improving academic performance. In this sample, the researcher purposefully targeted a group of people believed to be reliable for the study.

Head teachers were selected using convenience sampling method. The use of convenience sampling was due to the fact that the head teachers' members who participated in the study were the ones who were found in the schools during data collection period. This method was based on using people who are a captive audience; people the researcher met them haphazardly or accidentally. Considering their work schedule, the head teachers were selected using this method.

3.10 Data Collection Instruments

The data for the study was collected through use of questionnaires and interviews.

3.10.1 Questionnaires

These are written set of questions that are given to study participants in order to collect facts or opinions about something. The data collection tool is relevant in this study for teachers to determine the promotion criteria adopted and their effects on the' academic performance. The questionnaire for the study consists of open ended (qualitative data) and close ended questions (measuring quantitative data). The questionnaire was structured into five parts. Part A had questions focusing on

demographic characteristics of the teachers, PART B-F contained 5 point Likert Scale Questions (Strongly Agree to Strongly Disagree) that sought teachers' perception on how various appointment methods used in their schools affected the academic performance. In addition, the section also contained open-ended questions, the questionnaires' were designed for classroom teachers.

3.10.2 Interview Schedule

The interview schedule was prepared for TAC tutors and head teachers. The purpose of using interview was to get in-depth information from the appointing members since they are regularly involved in selection and preparation of new head teachers. The interview was semi-structured and ensured that the researcher may ask more questions during interview to provide clarification on issues that were not covered in the interview questions.

3.11 Validity and Reliability of Research Instruments

According to Kvale (1989) defines validity as being epitomised by question: "are we measuring what we are supposed to be measured? Pervin (1989) asserts that validity generally refers to whether a method investigates what is intended to be investigated to the extent to which our observation reflects the phenomenon or variable that is of interest to us.

To ascertain whether or not the study tools are testing what they are meant to test; the researcher tested the reliability and the validity of the study tools.

3.11.1 Validity

The content validity of the instruments was determined in two ways. First the researcher discussed the items in the instruments with the lecturers from the department of early childhood development education. These people were asked to

indicate by tick or cross for every item in the questionnaires, and in the interview guides to show if it measured what it was supposed to measure or not. Therefore the researcher sent the instrument to the supervisors and other experts from Department of Curriculum, Instruction and Education Media to verify the validity. The advice to be obtained included suggestions, clarifications and other inputs that were supposed to be amended before the instruments were administered.

The suggestions made by supervisors were used in making necessary changes. Secondly, content validity of the instruments was determined through piloting which was conducted in 2 public primary schools in Pokot South Sub County, where the response of the participants was checked against the research objectives. This also gave reason as to why particular content was used. For a research instrument to be considered valid, the content selected and included in the questionnaire must be relevant to the variable being investigated (Mugenda & Mugenda, 2003). The research instruments were amended to match with the research objectives before being taken for reliability tests.

3.11.2 Reliability

The reliability of a study tool is the degree to which an assessment tool produces consistent and stable results. Reliability is thus the consistency of a test tool. The researcher used the test-retest method to test for reliability. This is where the study tool was checked for consistency among different administrators in the same study population .A pilot study was conducted to ascertain reliability. This was done by using the study instruments in a different study setting similar to the actual study area, two schools were purposively selected in pokot north Sub-county, the questionnaires were administered to the teachers to check how they answered the questions this was

prior to commencement of the actual study to determine whether or not the results were consistent. There should be a high positive correlation (using Pearson's t-test) between the first and the second administrator. Then a 95% confidence interval was used and p-value below 0.07 was considered significant. After pre-testing the instruments in a pilot study, the SPSS programme was used to run the Cronbach's Alpha Co-efficient of 0.81 and hence they were reliable. This was considered high enough according to Mugenda and Mugenda (2003).

3.12 Data Collection Procedure

A letter of introduction was obtained from Moi University School of Education to facilitate granting of research permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher also sought approval to conduct research from Deputy County Commissioner and Sub County Education Director in Pokot Central, the researcher proceeded to primary schools and sought permission from head teachers to conduct research in their respective institutions. After granting of research approval, respondents consent in filling questionnaire was sought. After receiving consent from respondents, the questionnaires were administered to teachers. Interviews with TAC and head teachers' representatives were arranged two weeks in advance. The interview was face to face where the researcher took notes.

3.13 Data Analysis

The data collect involved use of quantitative and qualitative methods. The quantitative data was collected use of questionnaire while the interview guide was used to collect qualitative information. Quantitative data from questionnaires was screened to remove errors and arrange them. Thereafter, coding and entry was done with the use of

Statistical Package for Social Sciences (SPSS version 20.0) computer software for data analysis. Quantitative data was analysed using descriptive and inferential methods.

Inferential method includes Pearson Product Correlation and Descriptive ones were frequencies, percentages, means and standard deviation. Qualitative data was condensed using categorization of data according to related responses from various respondents. The related responses was then counted and quantified. Unquantifiable qualitative data was grouped thematically and a general narrative written to describe the results. Analysed data is presented using tables, graphical illustrations and narrations.

3.14 Ethical Considerations

Researchers see themselves as doubly to ethical behaviour, both as teachers and as researchers. Further explanation asserts that the degree to which a study is ethical or unethical is the result of a process of continuous interaction between the researcher and the respondent (Mohr 1996, as cited in Halasa, 2005). This process must be based on an element of trust, which may build up through the respondent finding the researcher approachable; communication that is two-way; a sense that researcher is 'human' and able to reveal personal aspects of him/herself and assurance of confidentiality. Trust, therefore is the foundation of an ethical study (cited in Halasa, 2005).

All ethical procedures were followed during the process of data collection. At first, the researcher sought ethical clearance from National Commission for Science, Technology and Innovation (NACOSTI) prior to data collection. In keeping with the accepted professional ethics of research the aim of the research study, design and

methodology were communicated to the respondents in the programme (Mouton, 2001) as such those who agreed to participate in the study made informed consent by signing the consent forms before participating in the study. Ethical measures included the assurance of confidentiality and anonymity.

All participating teachers were given verbal explanation and also received written letter explaining the purpose of the research study, they had the rights to withdraw at any time without attracting any penalty or consequences.

All interviews were conducted in a private room (office) to ensure privacy and confidentiality was maintained. All data obtained from the respondents were de-identified to protect the identity of the respondents. Hard copy filled study instruments were kept safely.

3.9 Chapter Summary

This chapter has presented the research design and methodological procedures followed during identification of respondents, it has highlighted the research design, location of the study, target population and sampling techniques. It also discussed the research instruments, validity, reliability, piloting and data collection procedures. The data collected was analysed and discussed in chapter four.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the results of analysis of data obtained from respondents on the effect of head teacher promotion criteria on academic performance of public primary schools in Central Pokot Sub County.

Data presented in this chapter was first analysed using descriptive statistics; frequencies, percentages, means and standard deviation

4.1.1 Demographic Data of Teachers

Before embarking on analysing data per objective, it is important that the researcher understands the kind of respondents he or she deals with. Determining the demographic data of respondent is important to identify their understanding regarding various criteria used to promote head teachers to school administrative positions in Central Pokot Sub County. At first, the teachers were asked to indicate their gender. The results are presented in Figure 4.1.

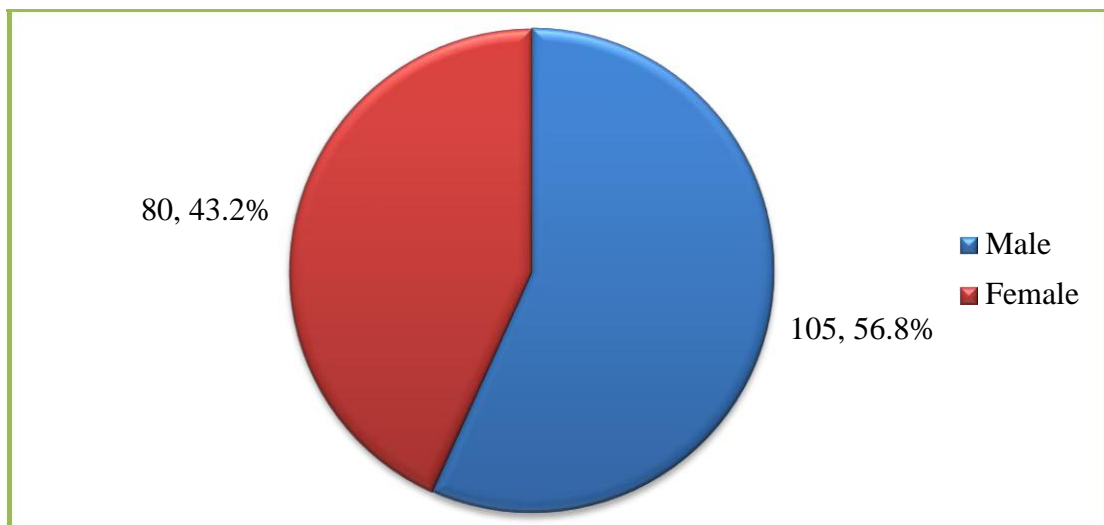


Figure 4.1 Teachers Gender

Result show that 105 (56.8%) of teachers were male while 80 (43.2%) were female.

This shows that male teachers outnumber female and this could be due to the fact that the area is categorised as hardship area and which attract less females.

The researcher went further to ask respondents about their age category. The age factors are associated with experience and the older one is, the more likely he/she is to have mastered many skills of managing schools (Marondo, 2013). The results are presented in Table 4.1.

Table 4.1 Teachers Age

Range	Frequency	Percent
25yrs and below	50	27.0
26-35 yrs	81	43.8
36-45yrs	38	20.5
46 yrs and above	16	8.6
Total	185	100.0

Findings reveal that 81 (43.8%) of teachers were aged between 26-35 years, 38 (20.5%) were aged between 36-45 years, 50 (27.0%) were aged below 25 years and only 16 (8.6%) were found to be aged more than 46 years. From the above result, it can be deduced that majority of teachers in central Pokot Sub County are aged between 35-45 they are strong and this is due to their ability to cope with the environmental and security challenges facing the area. The findings coincides with Marondo (2013) who established that vast majority of the head teachers were strong and able to work in hardship areas.

The promotion criteria to school headship by TSC is based on one's education level. Therefore, the study wanted to know the highest education (inclusive of professional) level that teachers possessed. The results are presented in Figure 4.2.

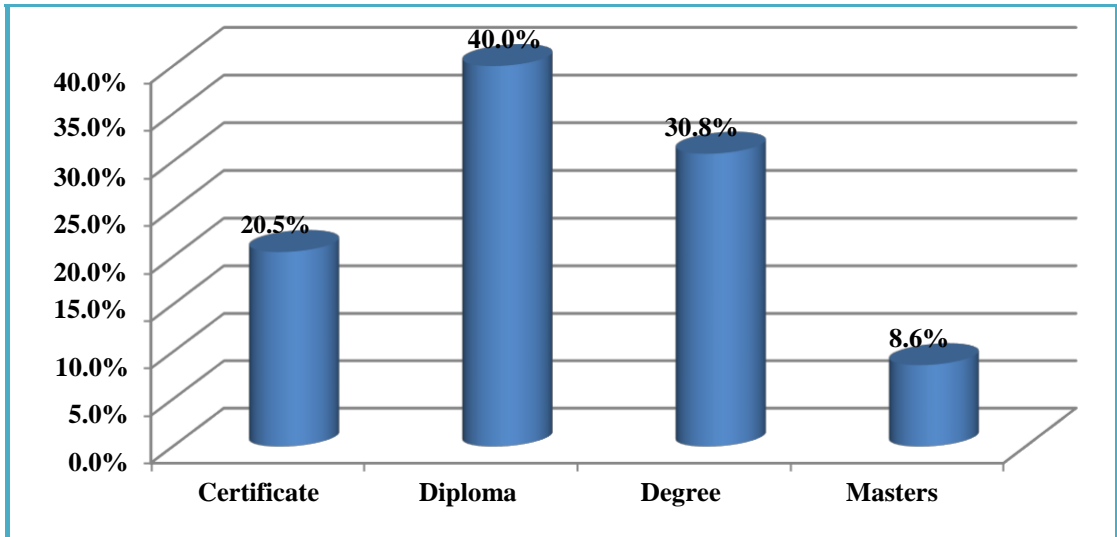


Figure 4.2 Teachers Level of Education

Results show that 38 (20.5%) of teachers had certificate level of education, 74 (40.0%) had diploma, 57 (30.8%) had degree and a significant 16 (8.6%) had masters level of education. The result therefore shows that all teachers are qualified in teaching profession, most of them have been advancing their education past diploma to degree and masters level. in tandem with the study results, Wangari and Kyalo (2015) found out that all respondents graduates from University and hence have managerial skills required to manage public schools and may be likely candidates for being appointed.

The study sought to understand the teachers working experience in primary school teaching. Their responses are given in Table 4.2.

Table 4.2 Teachers Working Experience

Range	Frequency	Percent
Less than 3 yrs	35	18.9
4-6 yrs	66	35.7
7-9 yrs	48	25.9
10yrs and above	36	19.5
Total	185	100.0

It is seen that 35 (18.9%) of teachers had taught for less than 3 years, 66 (35.7%) had taught for 4 – 6 years, 48 (25.9%) had taught for 7 – 9 years while 36 (19.5%) had taught for more than 10 years. The distribution of teachers based on their work experience shows that most of them were appreciative of the procedures and criteria used in the appointment of school heads. Similarly to the study findings, Wangari and Kyalo (2015) found out that majority of the respondents being over 40 years have served in the teaching profession for over ten years.

It was also important for the study to determine the people who were sponsors of public primary schools as they play a significant role in determining who is appointed by TSC to be head teacher. The teachers were therefore asked to indicate their school sponsors. The results are presented in Figure 4.3.

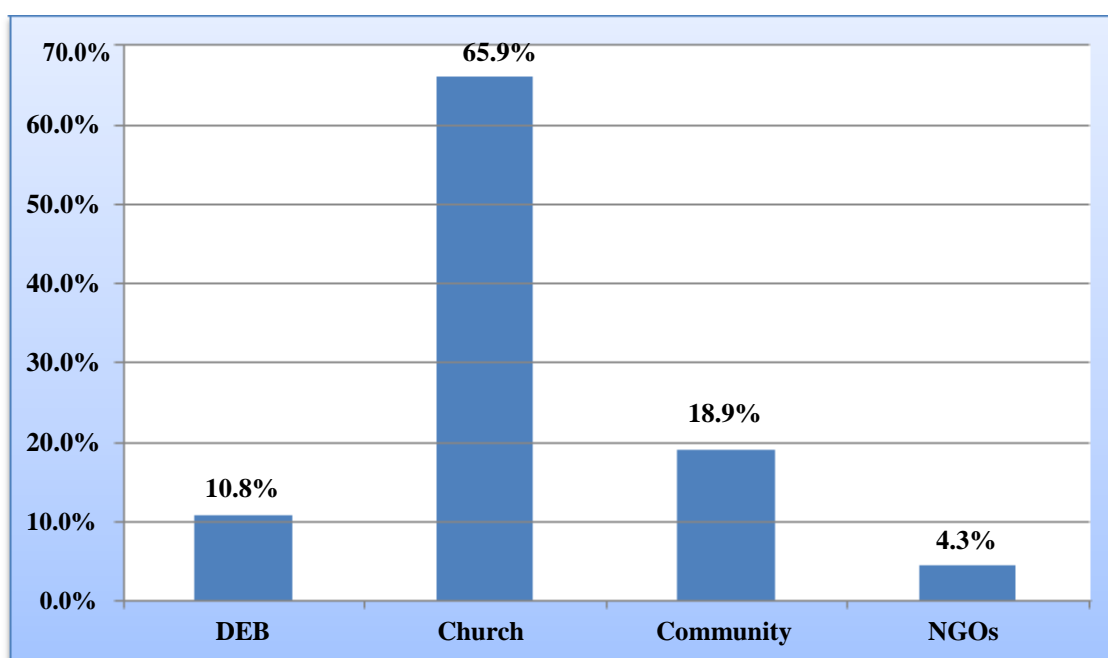


Figure 4.3 School Sponsors

Results shows that majority 122 (65.9%) of public primary schools are sponsored by churches (AIC, ACK, Catholic, Lutheran, Reformed among others) in Central Pokot Sub County, 35 (18.9%) of schools were found to be have been sponsored by community, 20 (10.8%) were sponsored by Sub County Education Board (DEB) and only 8 (4.3%) were found to be sponsored by NGOs. The result shows that 65% of

Churches has played a major role in opening and running majority of public schools in the study area. This implies that churches play a significant role in how schools are managed and how head teachers are selected.

4.1.2 Academic Performance of Schools

The main measurement for dependent variable was determining the academic performance of schools in Central Pokot Sub County because they are influenced by the head teachers administration and instructional roles. The main measurement of academic performance as reflected in the conceptual model was: performance in KCPE examinations, discipline level, school development and instructional facilities and resource adequacy. Therefore, teachers were asked to state the performance of their schools in the above mentioned areas as; good, average or poor in a 5 point likert scale. The results of the analysis are presented in Table 4.3.

Table 4.3 Academic Performance of Schools

Performance areas	Good		Average		Poor	
	f	%	f	%	f	%
KCPE examinations	63	34.1	104	56.2	18	9.7
Discipline	103	55.7	66	35.7	16	8.6
School development	49	26.5	98	53.0	38	20.5
Instructional resource adequacy	43	23.2	75	40.5	67	36.2

Findings show that in terms of KCPE examinations, 104 (56.2%) said it was average. For discipline levels, 103 (55.7%) said that it was good. On school development, 98 (53.0%) said that it was on moderate level. On the instructional adequacy, 75 (40.5%) said that it was moderately adequate while 67 (36.2%) said that it was poor. From the above result, it can be deduced that academic performance of public primary schools in Central Pokot Sub County is below average and the research will determine whether head teachers promotion criteria is the main cause for this situation.

4.2 Appointment of Head teachers based on Education Level and its Effect on Academic Performance

The first objective of the research was to determine how head teachers selection criteria on education levels influenced academic performance. Therefore, the study sought responses from education officers, head teachers and teachers from Central Pokot Sub County. At first, the teachers were asked to indicate the degree to which they agreed or disagreed with the statement on head teachers' selection based on their education level and how it influenced performance. The results are presented in Table 4.4

Table 4.4 Appointment of Head teachers based on Education Level and its Effect on Academic Performance

Education variables	qualification	SD		D		U		A		SA	
		F%		F%		F	%	F	%	F	%
i. Teachers who have higher education qualification tend to influence positive academic outcomes in the school thereby stand a high chance of being appointed to headship positions		40	21.6	30	16.2	16	8.6	58	31.4	41	22.2
ii. Teachers who go to regular training stand a higher chance of being considered for headship positions based on their classroom school performance		25	13.5	35	18.9	21	11.4	62	33.5	42	22.7
iii. Teachers who are qualified are appointed to leadership positions because they can manage school well		12	6.5	30	16.2	30	16.2	73	39.5	40	21.6
iv. The performance teachers by their pupils examinations is considered during recruitment of head teacher in the school		22	11.9	43	23.2	29	15.7	60	32.4	31	16.8
v. Having education degree is an advantage of one to be considered for headship or deputy headship positions in our school		36	19.5	43	23.2	31	16.8	56	30.3	19	10.3

vi. Teachers attendance of KEMI management courses is an added advantage for one to be considered for headship position in our schools	30	16.2	39	21.1	26	14.0	57	30.8	33	17.8
--	----	------	----	------	----	------	----	------	----	------

Results of the study shows that 40 (21.6%) of teachers strongly disagreed and 30 (16.2%) disagreed that teachers with higher education tend to influence better academic performance hence considered during appointment of head teachers in Central Pokot Sub County public primary schools. only 58 (31.4%) of teachers agreed and 41 (22.2%) strongly agreed with the statement leading to the conclusion that academic level of a teacher is one of the characteristic that is focused on during appointment of head teachers in public primary schools. The study findings coincides with Marondo (2013) who found out that head teachers who had achieved a Bachelor of Education and a Diploma in Education were highly and moderately competent while some who had a P1 rated themselves low competent on financial management. The implication is that most primary schools are headed by people who are not well endowed academically. Theoretically, academic qualifications do influence among others, the ability for the head teachers to comprehend the training, theories and principles of financial management. Higher qualifications are associated with the higher and more accurate perception of concepts, and to imaginatively conceive apt means of decision making. Similarly, all TAC tutors agreed that academic qualifications are important in influencing appointment of head teachers to leadership positions.

When asked as to whether teachers who undergo regular training were considered during appointment of head teachers, 25 (13.55) strongly disagreed, 35 (18.9%) disagreed, 21 (11.4%) were neutral, 62 (33.5%) agreed and 42 (22.7%) strongly agreed with the statement. this shows that 56.2% of teachers agreeing that the level of 60

training is one of the criteria that is looked at during selection and appointment of new head teachers in schools. This is because they stood a higher chance of being selected to school headship based on their classroom performance. However, Nandwah (2013) found out that head teachers in the study also claimed that the pre service education they received at university did not prepare them for school leadership rather for classroom teaching. Therefore, teacher additional training is one of the factors that were looked at during recruitment of head teachers in public primary schools in Central Pokot Sub County. Quraishi and Aziz (2016) sums up by indicating that lack of initial preparation and leadership training could limit their ability in critical engagement and understanding of how to effectively lead their schools hence leading to poor academic performance.

Findings also showed that 73 (39.5%) of teachers agreed and 40 (21.6%) strongly agreed that teachers who are qualified are usually appointed to school leadership positions because they exhibit characteristics and experience in managing schools. this shows that teachers who have been working as deputy head teachers, senior teachers or subject panel heads usually stand a higher chance of being selected for school leadership. Result also revealed that 60 (32.4%) of teachers agreed and 31 (16.8%) strongly agreed while 22 (11.9%) strongly disagreed and 43 (23.2%) disagreed that teachers performance through their pupils is considered during appointment of head teachers. The result shows that the respondents are undecided on the statement and this criterion is sometimes looked at during selection and appointment of head teachers in primary schools in Central Pokot Sub County. This implies that pupil's performance in examinations, discipline and teachers successful completion of projects is sometimes considered during appointment of new head teachers in schools.

On whether having an education degree or deputy headship position was an advantage to those applying for school headship, 36 (19.5%) strongly disagreed, 43 (23.2%) disagreed, 31 (16.8%) were undecided, 56 (30.3%) agreed and 19 (10.3%) strongly agreed. The findings therefore implies that 42.7% disagreed with the statement while 43.6% agreed with the statement leading to the conclusion that this aspect is looked in some instances or not during appointment of head teachers in public primary schools in Central Pokot Sub County. On whether teachers who had attended Kenya Education Management Institute (KEMI) courses gave teachers more advantage hence could enable one to be appointed into headship position, 30 (16.2%) strongly disagreed, 39 (21.1%) disagreed, 26 (14.0%) were undecided, 57 (30.8%) agreed and 33 (17.85) strongly agreed. The result therefore shows that KEMI management course is sometimes used or not used when selecting and appointing new head teachers in public primary schools in Central Pokot Sub County. Findings seems to contradict with Nandwah (2011) who found out that all participants agreed that in service courses from which they gained knowledge, skills and attitudes prepared and developed them for school leadership. Some attended KEMI organized courses before they became principals. On average, descriptive statistics results showed that teachers who are qualified stood a better chance of being appointed to primary school headship position the following data was obtained as an output from the SPSS (M=3.53 and SD=1.18) in Central Pokot Sub County and the least education criteria was having a degree (M=2.88 and SD=1.31).

4.3 Appointment of Head teachers based on Experience and Academic Performance of Schools

The second objective of the study was to investigate how appointment of head teachers of public primary schools with experience impacted academic performance. To answer the research question, the study sought responses from head teachers, education officers and teachers. At first, the research sought teachers opinion on how they felt work experience of teachers was considered during appointment of head teachers hence influencing academic performance of their schools. The statements they were asked to rate them in 5 Point Likert scale on the strength of agreement or disagreement. The results of the analysis are presented in Table 4.5.

Table 4.5 Appointment of Head teachers based on Experience and Academic Performance of Schools

Work experience indicators	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
i. The number of years one has worked as a teacher, subject panel head is a requirement for selection for school headship e.g. not less than 5 or 10 year	33	17.8	34	18.4	17	9.2	65	35.1	36	19.5
ii. Teachers' whose pupils have been posting impressive discipline are likely to be considered for school leadership	10	5.4	36	19.5	27	14.6	72	38.9	40	21.6
iii. Teachers whose pupils perform well in KCPE examinations regularly stand a better chance of being selected for school headship positions	16	8.6	29	15.7	35	18.9	69	37.3	36	19.5
iv. The job group of a teacher determines whether he/she will be appointed to school headship position	35	18.9	39	21.1	39	21.1	49	26.5	23	12.4
v. Senior teachers and deputy H/T are likely to be appointed for school headship position due to their experience	30	16.2	30	16.2	31	16.8	56	30.3	38	20.5
vi. Experience in leadership or management positions by teachers	41	22.2	41	22.2	27	14.6	51	27.6	25	13.5

is not a requirement for one to be appointment head teacher in school because it influences performance											
vii. Teachers who have the capacity to beat deadlines in their day to day assignments [meeting targets] are usually front contenders for headship position when an opportunity arises	33	17.8	35	18.9	45	24.3	48	25.9	24	13.0	
viii. Previous performance as a classroom teacher appointed is considered before one is appointed to leadership position in our school	29	15.7	37	20.0	23	12.4	61	33.0	35	18.9	

Result shows that 65 (35.1%) of teachers agreed and 36 (19.5%) strongly agreed that the number of years one has worked as a teacher, subject panel leader is a consideration for one to be appointed to school leadership position. Only 33 (17.8%) strongly disagreed and 34 (18.4%) disagreed while 17 (9.2%) were undecided. From the result, it is therefore seen that teachers' previous responsibility in leadership roles is one of the criteria considered during head teachers' recruitment and selection process in public primary schools in Central Pokot Sub County. One of the head teachers noted that:

“Teachers years of experience observing other head teachers run their schools, so you look at them, you see their strength, and you look at their weaknesses and even the method of handling issues. You see, you learn something from it. I was prepared through learning and by doing the way you see others do.”

The result coincides with Mugweru (2013) who found out that the years of teaching experience are highly valued during promotions. Similarly, Nandwah (2013) study revealed that there was no specific preparation for head teachers and that most of them learned while on job. Even in Nigeria, Bolanle and Babatunde (2016) found out that preference was given to the use of date of appointment as a teacher, as a condition for promotion to head teacher. This shows that the number of years as a

teacher, which is an important requirement for elevation to the post of a head teacher. This shows that experience is a key ingredient towards successful appointment to school headship in Pokot Central Sub County.

Findings also showed that 72 (38.9%) of respondents agreed and 40 (21.6%) strongly agreed that teachers whose learners are disciplined were likely to be considered for school headship with 10 (5.4%) strongly disagreed and 36 (19.5%) disagreeing with the statement. This implies that teachers who manage discipline among pupils in their classrooms stood a better chance of being selected and appointed to school headship position when opportunity arose.

When respondents were asked on whether teachers whose pupils performed well in KCPE examinations stood a better chance of being appointed to school headship position, 16 (8.6%) strongly disagreed, 29 (15.7%) disagreed, 35 (18.9%) were undecided, 69 (37.3%) agreed and 36 (19.5%) strongly agreed with the statement. The result therefore implies that 56.8% of teachers concurred with the statement that teachers whose pupils posted better performance in KCPE examinations is a criteria that is looked during appointment of new school heads in Central Pokot Sub County

Public primary schools. with regard to consideration of one's job group as a requirement for one to be shortlisted as a candidate for school headship, 35 (18.9%) strongly disagreed, 39 (21.1%) disagreed, 39 (21.1%) were undecided, 49 (26.5%) agreed and 23 (12.4%) strongly agreed. The result therefore indicates that teacher job group is not a requirement for one to be appointed to school headship position. This could be due to the fact that a person may have a higher job group but does not possess the qualities of a leader and therefore miss chance to be selected.

The respondents also appeared to agree where 56 (30.3%) of them agreed and 38 (20.5%) strongly agreed that senior teachers and deputy head teachers were likely to be appointed for school headship position and only 32.4% disagreed. This could be due to the fact that most of them have experience of leading the school when the head teacher is absent or some responsibility is usually delegated to them by the head teachers when he or she is outside the school. For instance, discipline masters are usually deputy head teachers while senior teachers are in charge of school academic progress. Therefore, when a vacancy arises for school headship, they stand a better chance of being selected. However, the responses from teachers appeared to be divided on whether experience in leadership by teachers was not a requirement for one to be appointed to headship position because it influences performance. This was because, 44.4% disagreed with the statement while 41.1% agreed with the statement. The result implies that in some schools, previous management position that a teacher held is considered during selection process while in some schools it is not. The results coincides with Marondo (2013) findings showed that most head teachers took a while as classroom teachers before being promoted to the administrative position of deputy head teacher. Similarly, Nandwa (2011) established that leadership roles they held in schools before they were appointed principals played a very big role in preparing them for school leadership. This implies that these years serving in leadership position is enough for them to learn the roles of being an administrator.

On whether teachers who had the capacity to meet their targets were usually contenders for school headship positions, 33 (17.8%) strongly disagreed, 35 (18.9%) disagreed, 45 (24.3%) were undecided, 48 (25.9%) agreed and 24 (13.0%) strongly agreed. This implies that 36.7% of teachers disagreed and 38.9% agreed with the statement leading to the conclusion that teachers were in agreement with this

statement. This implies that hardworking teachers are not accorded fair points during head teachers' appointment process, other issues or factors are considered in this case in public primary schools in Central Pokot Sub County.

Lastly, 29 (15.7%) of teachers strongly disagreed and 37 (20.0%) disagreed, 23 (12.4%) were undecided, 61 (33.0%) agreed and 35 (18.9%) strongly agreed that previous performance as a classroom teacher is considered before one is appointed to school headship position. This means that 51.9% of teachers concurred with the statement that teachers classroom performance is a criteria that is used to determine when one is selected and appointed to school headship position. Cumulatively, the results shows that teachers agreed (M=3.51 and SD=1.18) teachers who have been posting impressive discipline are likely to be considered during selection and appointment of head teachers in public primary schools in Central Pokot Sub County. The lowest score was obtained (M=2.88 and SD=1.38) on the statement that experience in leadership by teachers was a requirement for one to be appointed as a head teacher because it influenced performance. Averagely, teacher somehow supported that their experience was considered during appointment of head teacher sometimes in public primary schools Central Pokot Sub County. The result coincides with Kwan and Walker (2009) who found out that experience was important criteria to determine the most suitable candidate for a headship position in schools.

4.4 Appointment of Head teachers based on Leadership Skills

The third objective of the research was to investigate whether public primary schools in Central Pokot Sub County considered one's leadership skill as a criterion for selection to school headship and its influence on academic performance. The study sought information from sub county education officers, head teachers and teachers.

Through the questionnaire, the teachers were asked to disagree or agree whether leadership skills were considered during appointment of head teachers in their schools. Their responses are given in Table 4.6.

Table 4.6 Appointment of head teachers based on leadership skills

Leadership skills indicators	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
i. Teachers who are committed in their duties have higher chances of being selected to school leadership	42	22.7	16	8.6	17	9.2	59	31.9	51	27.6
ii. Possession of leadership traits is one factor considered during appointment of head teachers which later influence performance	20	10.8	35	18.9	24	13.0	70	37.8	36	19.5
iii. Teachers who embrace teamwork stands high chance of being selected to headship due to their influence in school performance	17	9.2	32	17.3	42	22.7	62	33.5	32	17.3
iv. Teachers who express desire to be school leaders stands a better chance of being selected	35	18.9	38	20.5	35	18.9	49	26.5	28	15.1
v. Tactfulness' and innovativeness traits by a teacher are considered during appointment to school leadership	31	16.8	18	9.7	36	19.5	64	34.6	36	19.5
vi. Teachers exhibit interpersonal, people skills like communication, collaboration, stand a better chance of being selected for headship in our school	24	13.0	27	14.6	33	17.8	69	37.3	32	17.3
vii. Teachers competencies of an applicant are not considered during selection process hence leading to the appointment of ineffective school heads	19	10.3	33	17.8	37	20.0	63	34.1	33	17.8

Head teachers possession of leadership skills is critical to ensure meaningful development and improvement in academic performance is achieved. When asked as to whether teachers who are committed to their duties had a higher chance of being considered for school headship position, 42 (22.7%) strongly disagreed, 16 (8.6%) disagreed, 17 (9.2%) were neutral, 59 (31.9%) agreed and 51 (27.6%) strongly agreed

with the statement. the result therefore shows that 59.5% of teachers agreed that those who are committed have higher chances of being selected to school leadership than those who are not committed and this criteria will ensure that they will inspire other teachers hence improved school academic performance.

Study results also revealed that 70 (37.85) of teachers agreed and 36 (19.5%) strongly agreed that teachers who possess leadership traits are considered during appointment of head teachers which later influences their academic performance. only 20 (10.8%) strongly disagreed and 35 (18.9%) disagreed with the statement. the response suggest that teachers who exhibit leadership characteristics stand a better chance of being appointed to school headship as opposed to those who do not possess those skills.

On whether teachers who embrace teamwork have higher chances of being selected to school headship, 17 (9.2%) strongly disagreed, 32 (17.3%) disagreed, 42 (22.7%) were undecided, 62 (33.5%) agreed and 32 (17.3%) strongly agreed with the statement. the findings indicates that at least 50.8% of schools consider teachers who work with others compared who do not embrace teamwork. This implies that teamwork characteristic is a significant criteria required for one to be appointed to school leadership. However, respondents appeared to be undecided on the issue that teachers who expresses desire to be school leaders stood a better chance of being selected to school headship where 39.4% disagreed, 18.9% were undecided and a significant 41.6% agreed. This means that in some instance, one's desire to be a leader in a school is considered during selection process.

The respondents were also asked to indicate their opinion on whether tactfulness and innovative traits by a teacher were considered during appointment of head teachers, 31 (16.8%) strongly disagreed, 18 (9.7%) disagreed, 36 (19.5%) were undecided, 64

(34.6%) agreed and 36 (19.5%) strongly agreed with the statement. the result therefore shows that 54.1% of teachers agree that those who are innovative and thoughtful are considered during appointment of teachers in public primary schools in Central Pokot Sub County. results also showed that majority 101 (54.6%) of teachers agreed that teachers who exhibited interpersonal skills stood a better chance of being appointed to school headship position because they can work with others and also manage school programmes well. Only 51 (27.6%) disagreed with the statement. this is similar to Kwan and Walker (2009) who found out that communication and presentation skills were important criteria to determine the most suitable candidate for head teacher's position. The result therefore implies that teachers who possess communication skills, collaborate with others in doing their tasks, regularly consult others before making decisions are the traits that are looked at during appointment of head teachers.

Lastly, when asked as to whether personal attributes of a teacher were not considered during selection process thereby leading to appointment of ineffective head teachers, 19 (10.3%) strongly disagreed, 33 (17.8%) disagreed, 37 (20.0%) were undecided, 63 (34.1%) agreed and 33 (17.8%) strongly agreed with the statement. this shows that majority of teachers agreed (51.9%) that when personal attributes of a candidate applying for school headship are not considered, the school ends up having ineffective teachers.

Therefore, this study conclude that most teachers said ($M=3.36$ and $SD=1.28$) that possession of leadership traits, teacher commitment ($M=3.29$ and $SD=1.52$) and teamwork ($M=3.32$ and $SD=1.21$) the means were obtained from an output data keyed in a SPSS software version 20.0 were the criteria that were regularly being looked at

during selection and appointment of new head teachers. However, teachers desire to be school leaders was the least ranked item (M=2.98 and SD=1.35) the output data of mean and standard deviation was obtained from the questionnaires keyed in SPSS software. That was considered during appointment of new head teachers in public primary schools in Pokot Central Sub County.

4.5 Appointment of Head teachers based on Stakeholders recommendations and Its Influence on Academic Performance

The fourth objective of the study was to investigate how appointment of head teachers based on sponsors recommendations affected academic performance of public primary schools in Central Pokot Sub County. the stakeholders in this cases involves; the selection panel, the school sponsors, former pupils and political leaders who in one way may determine who to head a certain school in the area. Teachers being neutral respondents were asked to indicate their level of agreement/disagreement on how sponsors' role influenced appointment of head teachers in their schools. The results of the analysis are presented in Table 4.7.

Table 4.7 Appointment of Head teachers based on sponsors recommendations and Its Influence on Academic Performance

Sponsors influence indicators	F %	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
i. The school sponsors with members from a single gender influence the appointment process of effective school heads of the opposite gender thereby affecting the performance of the school	40	21.6	23	12.4	28	15.1	52	28.1	42	22.7	
ii. School sponsors dictate, forward or determine who to be posted as head teachers in their schools due to their faith and even association	20	10.8	35	18.9	30	16.2	62	33.5	38	20.5	
iii. The panel members involve in selection consider the locality of the applicant before appointing one to head school in this area	26	14.1	28	15.1	49	26.5	50	27.0	32	17.3	

iv. sponsors aligned candidates stand a better chance of being appointed for school headship hence affecting performance in school	35	18.9	33	17.8	28	15.1	52	28.1	37	20.0
v. The education level of the panellist members is wanting thereby resulting to appointment of ineffective school heads	26	14.1	26	14.1	37	20.0	66	35.7	30	16.2
vi. favours by promotions by appointment panel result to incapable head teachers leading to poor performance	23	12.4	22	11.9	36	19.4	54	29.2	50	27.0

The study sought to know respondents perception on whether domination of school sponsors with members from a single gender influenced appointment of effective heads of the opposite gender. Form the results, 40 (21.6%) of teachers strongly disagreed, 23 (12.4%) disagreed, 28 (15.1%) were undecided, 52 (28.1%) agreed and 42 (22.7%) strongly agreed. The statistics therefore show that more than half (50.8%) of teachers agreed that when selection panel is dominated by members of a particular gender, the appointment process is not fair thereby affecting the performance of schools. This is to clearly state that since the appointment panels are male headed, it is very difficult for women candidates to pass in those panels. This means that selection panels need to reflect gender equity and equality to give each candidate fairness during interviews and appointment as demanded by the constitution and TSC statutory policies. A study by Nyongesa et al, (2010) established that DEB and school sponsors had insignificant influence on the appointment exercise.

Asked whether school sponsors dictated and determined who to be appointed as head teachers in their schools due to their faith and association, 20 (10.8%) strongly disagreed, 35 (18.9%) disagreed, 30 (16.2%) were undecided, 62 (33.5%) agreed and 38 (20.5%) strongly agreed, The findings therefore show that 54.0% of teachers agreed with the statement that the sponsors determines who to appoint to head their

schools This implies that the role that school sponsors play in determining head teachers to be posted in their school may be helpful in some way while in some cases may be bad due to the fact that a person who does not profess their faith and capable might not get a chance to head a particular school which would be detrimental to school performance. Similar to the study findings, Nyongesa, Ndiku and Shiundu (2010) found out that church sponsors have influence on who is to be appointed to head a school. The incidences where schools sponsors interfere with school running have been on the spotlight in recent times and this has affected school growth, development and even academic performance. This was also recorded in Hong Kong where Kwan and Walker (2009) found out that religious affiliation was important to determine the most suitable candidate for a headship in government schools.

Study results also revealed that respondents were strongly disagreed with the statement that “the panel members involved in head teachers selection consider the location of the applicant before being approved to head school in their area” 54 (29.2%) disagreed, 49 (26.5%) and 82 (44.3%) agreed with the statement. The result therefore implies that majority of the respondents agree that candidates who do not come from Central Pokot public are not considered for headship positions. This could be due to the fact that majority of those who apply for those positions come from within the locality and therefore could work well with other stakeholders and parents compared to those who are not originally from the area.

On whether politically aligned candidates stood a better position of being appointed for school headship, 35 (18.9%) of respondents strongly disagreed, 33 (17.8%) disagreed, 28 (15.1%) were undecided, 52 (28.1%) agreed and 37 (20.0%) strongly agreed. The result indicates that 48.1% of teachers argued that candidates being

fronted by political leaders are not likely to be appointed to school headship compared to those who are not aligned to politicians. The intrusion of politically appointed teachers usually results to poor academic performance in schools. The study findings coincide with Nyongesa Ndiku and Shiundu (2010) who established that political influence is not a strong driving force in the appointment of head teachers. This situation was also observed in Nigeria where Bolanle and Babatunde (2016) found out that candidates who did not meet the standard requirements, especially in the area of number of years of experience as teacher were appointed head teachers as long as they had enough political clout. Therefore the ministry of education through TSC need to ensure that recruitment, selection and appointment of head teachers of public primary schools in Central Pokot Sub County is free from political imposition and this could improve the academic performance status.

Findings further revealed that 66 (35.7%) of teachers agreed and 30 (16.2%) strongly agreed that education level of the sponsors members are wanting hence denying qualified teachers a chance to be appointed thereby resulting to appointment of ineffective school heads. Considering that adult literacy rate is usually low in the study areas, majority of parent association members and BOM are usually illiterate and therefore are unable to grasp issues concerning head teachers selection credentials leading to appointment of head teachers who are not competent which later affect academic performance.

Lastly, 54 (29.2%) of respondents agreed while 50 (27.0%) strongly agreed that skewed promotions by appointment panel result to incapable head teachers leading to poor performance of public primary schools. this implies that partial promotion of teachers in the school result to appointment of incapable head teacher which translates

to poor academic performance of schools in Central Pokot Sub County. Cumulative result revealed that most teachers agreed (M=3.46 and SD=1.33) that skewed promotions was a factor influencing appointment of head teachers in schools. Secondly, they ranked that sponsors of the school dictated who to appoint or not to appoint in their schools, the output of data obtained from the questionnaires keyed to SPSS software version 20.0 shows the following means and standard deviations (M=3.34 and SD=1.29). Political interference was the least ranked item (M=3.12 and SD=1.41). From the above findings, it is evident that stakeholder influence is a significant factor used during appointment of head teachers in public primary schools in Central Pokot Sub County.

4.6 Influence of Head teachers Promotion Criteria on Academic Performance of Schools

To conclude on the main research question for the study, scores for head teachers appointment criteria based on education level, experience, leadership skills and stakeholder involvement were correlated against ordinal scores for academic performance to establish the kind of relationship that existed between the variables. The research results are given in Table 4.8.

Table 4.8 Influence of Head teachers Promotion Criteria on Academic Performance of Schools

Correlations		Qualification	Experience	Leadership skills	Stakeholder	Academic performance
Qualification	Pearson Correlation	1	.273***	.040	.113	.203***
	Sig. (2-tailed)		.000	.591	.125	.006
	N	185	185	185	185	185

Experience	Pearson Correlation	.273**	1	.308**	.306**	.252**
	Sig. (2-tailed)	.000		.000	.000	.001
	N	185	185	185	185	185
Leadership skills	Pearson Correlation	.040	.308**	1	.179*	.219**
	Sig. (2-tailed)	.591	.000		.015	.003
	N	185	185	185	185	185
Stakeholder	Pearson Correlation	.113	.306**	.179*	1	.047
	Sig. (2-tailed)	.125	.000	.015		.527
	N	185	185	185	185	185
Academic performance	Pearson Correlation	.203**	.252**	.219**	.047	1
	Sig. (2-tailed)	.006	.001	.003	.527	
	N	185	185	185	185	185

** . Correlation is significant at the 0.01 level (2-tailed).
* . Correlation is significant at the 0.05 level (2-tailed).

The result shows that there exist positive relationship between the selected head teachers promotion criteria and academic performance of public primary schools in Central Pokot Sub County. Moreover, research results show that at 99% confidence level, there exist significant positive relationship between head teachers experience in school ($r=0.252$ and $p=0.001$), leadership skills ($r=0.219$ and $p=0.003$) and education qualification ($r=0.203$ and $p=0.006$) promotion criteria and performance of public primary schools in the study area thus implies that variable on head teachers appointment criteria does affect academic performance in public primary schools in west Pokot county

The research findings concurs with Bolanle and Babatunde (2016) research in Nigeria that showed that there existed significant relationship between head teachers graduate qualifications and academic performance of students. This implied that head teachers

graduate qualification had positive influence on academic performance of students in schools. This finding shows that possession of competences that led to good performance of pupils in examinations could be ascribed to what the head teachers learnt in the course of their preparation for the graduate qualification. However, research findings shows that there exist no significant relationship ($r=0.047$ and $p=0.527$) between head teacher promotion criteria through stakeholder involvement and academic performance of schools in Central Pokot Sub County.

4.7 Summary

This chapter has presented the research results. The data presented in this chapter has been analysed using descriptive and inferential statistics. Moreover, content analysis for qualitative data has also been done.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter present the summary of the findings of the study, conclusions, recommendations and suggestions for future research on head teachers promotion criteria and its effect on academic performance of public primary schools in Central Pokot Sub County.

5.2 Summary of Findings

The summary of the findings on the study area is according to the objectives. The study was conducted due to poor academic performance in public primary schools in Pokot central Sub- County. Head teachers being instructional and administration leaders in the school are supposed to ensure there is whole school improvement in academics, discipline, resource and facilities. Therefore, to answer the four research questions, this study collected information from head teachers, education officers and teacher from sampled schools in the area. Data was mainly collected through questionnaires and interview schedules. The following sub-sections present the summary of the findings of the research:

5.2.1 Appointment of head teachers based on their education qualification and its effect on academic performance of public primary schools

Results of the study showed that education qualification of a candidate was one of the criteria used during recruitment, selection and appointment of head teachers. It was revealed that teachers who were qualified (61.1%) stood a better chance of taking school headship position in public primary schools in Central Pokot Sub County. secondly, 56.2% of respondents indicated that teachers who underwent several course were also considered during recruitment and selection of new head teachers.

However, results of the study showed that teachers' possession of a degree was not considered that much more important during recruitment of head teachers. However in some instances, the respondents reported that those who had higher academic qualification levels were likely to be considered during appointment to school headship. In general it was established that schools heads recruited competitively based on their education level performed well in their duties compared to those who had lower academic qualification levels.

5.2.2 Appointment of head teachers based on their experience and its effect academic performance of public primary schools

The second objective of the study was to investigate how appointment of head teachers based on their experience affected academic performance of public primary schools in Central Pokot Sub County. According to most (60.5%) of teachers, those teachers whose pupils have been posting impressive discipline levels in their classrooms had better chance of being appointed to school leadership. This is because discipline management ability was one of the criteria that teachers said was looked at during interview and selection process.

Secondly, research results showed that 56.8% respondents indicate that teachers whose pupils performed well in KCPE examinations regularly stood a better chance of being selected for school headship. The number of years one had worked as a teacher, subject panel head (54.6%) was also found to be a requirement for selection for school headship. For instance, those who had been working as deputy head teachers and subject panel heads for more than five years were likely to be appointed than those who did not have any leadership responsibility in the school. The study

learnt that one's experience was a criterion for one to be selected to school leadership position which later affected academic performance.

5.2.3 Appointment of head teachers based on their leadership skills and its effect on academic performance of public primary schools

Head teachers position in primary schools is the highest authority in the schools. All school activities have to be directed and coordinated by the holder of that office. Therefore, data evidence showed that the leadership characteristic that someone possessed was considered during the appointment of head teachers. For instance, 57.3% of teachers indicated that possession of leadership traits was one of the factors considered during appointment of head teachers.

Those candidates who did not have the ability to influence others on different activities were not likely to be picked for school headship. The study results also showed that the following skills; communication, interpersonal, collaboration, consultation negotiation and conflict management were required for one to be appointed to school leadership. However, those candidates who expressed their desire to be school leaders stood a little chance of being appointed to headship positions. Results showed that leadership characteristics were considered during recruitment, selection and appointment of school heads in Central Pokot Sub County.

5.2.4 Appointment of head teachers based on their school sponsors and its influence academic performance of public primary schools

Various schools around the study area were started by community, government, religious organisations (mostly churches like AIC, Lutheran, ACK, Catholic, Reformed among others) and non-governmental organisation. They are usually known as sponsors and they play a critical role in running of public schools. They

in hand with school administration, government, BOM, teachers and parents to ensure school's curriculum and developmental goals are achieved.

Results of the study showed that skewed promotions by selection panel in terms of resulted to appointment of incapable teachers leading to poor performance of schools in the study area. Moreover, 54.0% of respondents said that school sponsors dictated, forwarded or determined who to be posted as head teachers in their schools due to their faith and even association. The degree to which school sponsors dictated who to be posted was blamed in some quarters as reasons behind poor performance of public primary schools. Moreover, the low literacy level by sponsors was also cited as one factor that resulted to appointment of ineffective head teachers in public primary schools. In conclusion to this objective, research result showed that school sponsors involved in the schools sometimes affected the appointment of competent head teachers and this resulted to poor academic performance of public schools in Central Pokot Sub County.

5.3 Conclusions

The study sought to find out the criteria that schools were using to appoint head teachers in various public primary schools in Central Pokot Sub County. The study learnt that schools had different and not common criteria that the selection panel considered during recruitment, selection and appointment of new head teachers. It was established that the guidelines provided by TSC in the appointment of head teachers of public primary schools were not followed to the latter. Therefore there is need to strictly enforcement the TSC laid down procedures in appointment of head teachers.

It was established that the education level of an applicant was one of the significant factor ($r=0.203$ and $p=0.006$) considered during appointment of head teachers in public primary schools. Those teachers with low academic qualification could not be selected for headship position. It was also found out that teachers who had undergone professional training in management had higher chances of being selected. From the result, it was evident that head teachers who possessed higher qualification were the better administrators in that they interpreted government policies and easily make correct decision which promoted team work and improved academic performance thereby education qualification of a teacher was considered during appointment of school heads.

On the influence of teacher experience on the appointment of head teachers to public primary schools, research result showed that teachers discipline management performance was the significant criterion that was mostly considered. It was also noted that previous leadership positions (subject panel head, academic head, deputy head teacher, senior teacher) were also other factors that were closely looked at during the selection of head teachers. It was found out that those who possessed more experienced could perform well in their duties resulting to positive academic performance. The computed correlation result showed that teacher experience had significant positive effect ($r=0.252$ and $p=0.001$) on academic performance of public primary schools in Central Pokot Sub County.

Leadership characteristic and personal attributes also appeared to be significant factors ($r=0.219$ and $p=0.003$) that were scrutinised in one's application before being appointed to school headship and which influenced academic performance positively. The respondents indicated that leadership trait was first considered and thereafter

interpersonal skills like communication, negotiation, conflict management and consultation profiles were also considered during appointment that dictated academic performance of schools.

On the influence of school sponsors, it was found out that they exhibited significant control on the person(s) to be appointed to head school. The research result showed that skewed appointments were the order of the day in majority of public primary schools and this was the main factor that explained poor academic performance in Central Pokot Sub County. However, computed correlation showed weak and not significant effect ($r=0.047$ and $p=0.527$) between stakeholder involvement in selection of head teachers and academic performance of public primary schools in Central Pokot Sub County.

5.4 Recommendations

Based on the findings of the study, the following recommendations are made on the improvement of head teacher's appointment process in public primary schools in Kenya and beyond

1. There is need for schools to regularly provide all teachers who exhibit leadership qualities to attend regular training so as to increase competition during appointment process. Healthy competition with teachers possessing necessary qualification will ensure that the best candidate will be selected to steer the school forward. There is need for government to consider also sponsoring regular teachers to diploma in education management training currently undertaken by KEMI.
2. To improve on teacher experience, the study suggest that head teachers need to delegate tasks and responsibilities to their teachers in order to enable them learn and gain experience on different aspects of school management and

instructional leadership. This will ensure that within a period of time, majority of candidates should be in a position to compete fairly for headship positions.

3. To improve on leadership traits, there is need for current head teachers of public primary schools to lead by examples. Their personal attributes makes majority of teachers to shy away from holding such an office. Head teachers should learn the basic tenets of a progressive and transformational leadership.
4. There is need for school sponsors to separate one's own faith and competence in leading the school. This will be facilitated through mutual understanding of all stakeholders on who to appoint as long as he/she meets all the requisite requirements for holding such an office.

5.5 Suggestions for Further Research

Based on the findings of the study and recommendations, the following suggestions are made for future research:

- i) A similar study needs to be conducted in a large geographical area e.g. Turkana County because it is located in an arid area similar to central Pokot sub- County
- ii) A similar study needs to be conducted in secondary schools and other tertiary training institutions. The incidences of schools unrest have been attributed to poor leadership schools.
- iii) The role of schools sponsors in academic performance of public schools are very important they should be clearly defined roles.

REFERENCES

- Ahmad, N. S., Hussain, A. & Virk, N. (2014). Qualities of a Good Leader: Perceptions of Teachers, Head Teachers and District School Managers. *Public Policy and Administration Review*, 2(2), 171-188.
- Arikewuyo, M.O. (2009). Professional training of secondary school principals in Nigeria: A neglected area in the educational system. *Florida Journal of Educational Administration and Policy*, 2(2), 2-21.
- Bolanle, O.A. & Babatunde, A.A. (2016). Principals Graduate Qualification: A Plus for Secondary School Effectiveness in Nigeria. *Asia Pacific Journal of Education, Arts and Sciences*, 3(1), 31-39.
- Buke, R. (2007). *Education at Crossroads*. East African Standard, 29th June. Nairobi: Standard Media Group.
- Bush T, Kiggundu, E. & Moorosi, P. (2011). Preparing new head teachers in South Africa: The ACE school leadership programme. *South Africa Journal of Education*, 31(2), 31-44.
- Bush, T. (2003). *Theories of educational leadership and management*: London: Sage.
- Bush and Oduro (2006). "New principals in Africa: preparations, induction and practice" *Journal of educational administration*.
- Bush, T. (2008). From management to Leadership: Semantic or meaningful change? *Educational Management, Administration and Leadership*, 36(2), 271-228.
- Bush, T. (2008). *Leadership and management development in education*. London: Sage.
- Bush, T. (2011). Succession planning in England: New leaders and new forms of leadership. *School Leadership and Management*, 31(3), 181–198.
- Choy, C., & Hean L.L (1998). Learning relationships at work: A Singapore concept of mentoring "Asia Pacific Journal of Education 18, (2). 64-73
- Chitiavi, M. J. (2002). *Guidance and Counselling Series-School administration*. Nairobi: Kenya Pavement Publishers.
- Cohen et al (2007). *Preparing school leaders for changing world: Lessons from exemplary leadership development programs*, 27.
- Cottrell, K. W. (2017). "The Role of Fit in the Decision Making Process for Head Principal Recruitment, Hiring, and Placement." PhD diss., University of Tennessee.
- Cowie, M. & Crawford, M. (2007). Head teacher preparation – still an act of faith? *School Leadership and Management*, 27(2), 129-146.

- Devine, D., Grummel, B., & Lynch, K. (2011). Crafting the elastic self? Gender and identities in senior appointments in Irish education. "Gender work & organization 18.6 (2011): 631-649
- Davis- Kean, P.E (2005). The influence of parent education and family income on child achievement: the indirect role of parental expectations and the home environment .*Journal of family psychology* 19(2): 294.
- Dimmock, C. & Cheng, Y. T. (2013). Educational Leadership in Singapore. Tight coupling, sustainability, scalability and succession. *Journal of Educational Administration*, 51(3), 320-340. (doi:10.1108/09578231311311492).
- Groenewegen, J. (1997). Institutions of capitalisms: American, European, and Japanese systems compared. *Journal of Economic Issues*, 31, 333-348.
- Grummell, B., Devine, D. & Lynch, K. (2009). Appointing Senior Managers in Education: homosociability, local logics and authenticity in the selection process. *Educational Management Administration & Leadership*, 37(3) 329-349.
- Hersey, P., & Blanchard, K. (1995). *Situationeel leiding geven: Contact*.
- Huber, S.G. & Pashiardis P. (2008). The Recruitment and Selection of School Leaders. In *International handbook on the preparation and development of school leaders*. Lumby, I., Crow, G. & Pashiardis, P. (176-202). Routledge; Taylor and Francis: London.
- Kipnusu, M. (2001). *Proposals for Training Secondary School Guidance and Counseling Teachers in Kenya: A Case of Uasin Gishu District*. M.Phil Thesis, Eldoret: Moi University (Unpublished).
- Kombo, D.K. & Tromp, D.L.A. (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi: Paulines Publications Africa.
- Kwan, P., & Walker, A. (2009). Are we looking through the same lens? Principal recruitment and selection. *International Journal of Educational Research*, 48, 51 – 61.
- Lee, A. B. (1995). *An Investigation of the Leadership Styles of Head teachers in Selected Secondary Schools in the District Of Muar, Johor*. Universiti Utara Malaysia.
- Leithwood, K., Luis, K.S., Anderson, S., & Wahlstrom, K. (2004). How leadership influence Student Learning. Review of Research. *Wallace foundation*.
- Leithwood, K., Day, C., Sammons, P., Harris, A. & Hopkins, D. (2006). *Seven strong claims about successful school leadership*. London: Department for Education and Skills.

- Lingam, G.I. & Lingam, N. (2014). Leadership and management training for school heads: A milestone Achievement for Fiji. *International Studies in Educational Administration*, 42(2), 63–79
- Guba, E. G., & Lincoln, Y, S. (1994). Competing paradigms in qualitative Research. *Handbook of qualitative research*, 2 (163-194): 105
- Hanson, W.E., Cresswell, J. W., Clark, V.L.P Peska, K. S & Creswell, J. D (2005). “Mixed methods research design in counselling psychology” *journal of counseling psychology* 52(2), 224.
- Marondo, D.W. (2013). *Factors Influencing Head teachers’ Competence in Management of Finances in Public Primary Schools in Mbeere District, Kenya*. MED Project, University of Nairobi.
- Mackenzie, N., & Knipe, S. (2016). Research dilemmas: Paradigms, methods and methodology. *Issue in educational research*, 16 (2), 193-205.
- Mentz, K., Webber, C.F. & van der Walt, J.L. (2010) Novice head teachers from Canada and South Africa share their experiences. *Education as Change*, 14(2), 155–167.
- Mertens, D.M. (2005). *Research and evaluation in education and psychology. Integration diversity with qualitative, and mixed methods*. Thousand Oak: sage
- Morgan, D.L. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative methods. *Journal of Mixed methods Research*, 1, pp 48-76
- Mugenda, O.M. & Mugenda, A.G. (2003). *Research Methods: Qualitative and Quantitative Approaches*. Nairobi: ACTS Press.
- Mugweru, W. (2013). Promotion of Secondary School Teachers by Gender, Experience and School Type, a Case in Kenya. *Middle Eastern & African Journal of Educational Research*, 6, 24-43.
- Mwalala, D. B. (2008). *The influence of head teachers’ leadership styles on KCSE performance in public secondary schools in Taita District, Kenya*.
- Nandwah, I. (2011). Preparation and development of public secondary schools principals in Kenya. *International Journal of Humanities and Social Science* ,1(9), 291-301.
- Naremo, S.P. (2002). *Factors Influencing the Choice of the Headship Styles in Baringo Secondary Schools*. *Unpublished project*. Nairobi: Kenyatta University.

- Ng, S.-W & Szeto, S-Y. E. (2015). Preparing school leaders: The professional development needs of newly appointed head teachers. *Educational Management Administration & Leadership*, 1–18.
- Nguyen, T. H. (2013). Recruitment of school principals in Vietnam: Using evidences for changing appointment policies. *Asian Journal of Humanities and Social Sciences*, 1(3), 132-140.
- Nkuna, M. E. (2014). Experiences of Principals in Limpopo Province Regarding Their Career Pathways. MED Thesis, University of Pretoria.
- Notman, R. & Henry, D.A. (2011) Building and sustaining successful school leadership in New Zealand. *Leadership and Policy in Schools* 10, 375–394.
- Nyaberi, J. (2002). *A Study of Administrative Problems Faced by Secondary School Head teachers*. Unpublished M Ed. Project. Nairobi: Kenyatta University.
- Nyongesa, E., Ndiku J. M. & Shiundu J. (2010). Factors and processes involved in the appointment of head teachers for secondary schools in Kenya: political concerns. *Educational Research*, 1(9), 424-431.
- Ogembo, P.O. (2005). *Training needs of heads of department of secondary schools for effective curriculum implementation in Kenya: A Case of Eldoret Municipality*. Unpublished M.Phil Thesis.
- Ogula, A. (2009). *A hand book of education Research*. Nairobi: New Kmf Publishers.
- Okumbe, J. A. (2001). *Human resources management: An educational perspective*: Educational Development and Research Bureau.
- Okumbe, J.A. (1999). *Educational Management: Theory and Practice*. Nairobi: Nairobi University Press.
- Omolayo, B. O. (2009). *Leadership and School Improvement in a Changing World of Globalization*. Paper presented at the 12th International Conference.
- Onderi, H. & Makori, A. (2013). Challenges in leadership and management of church sponsored secondary schools in Kenya: Examining the relationship between principals and sponsors. *International Journal of Educational Research and Review*, 1(2), 033-043.
- Organization for Economic Cooperation and Development (2011). *Lessons from PISA for the United States: Strong performers and successful reformers in education*, OECD Publishing. <http://dx.doi.org/10.1787/9789264096660>
- Orodho, J.A. (2005). *Techniques of Writing Research Proposal and Report in Education and Social Sciences*. Nairobi: Masola Publishers.
- Otiende, J. E., & Sifuna, D. N. (1994). *An introductory history of education*.

- Palmer, B. (2016). Principal Selection: A National Study of Selection Criteria and Procedures. *AASA Journal of Scholarship and Practice*, 13(3), 6-22.
- Palmer, B. & Mullooly, J. (2015). Principal Selection and School District Hiring Cultures: Fair or Foul? *Journal of Education & Social Policy*, 2(2), 26-37.
- Palmer, B., Kelly, J., & Mullooly, J. (2016). What should be done with “Fit” in Principal Selection? *CLEARvoz Journal*, 3(1), 26-38.
- Palmer, B., & MULLOOLY, J. (2015). Principal’s selection and District Hiring cultures: Fair or Foul? *Online submission*, 2(2) 26-37
- Quraishi, U. & Aziz, F. (2016). Selection Process for Principals in Northern Pakistan: Key Issues And New Directions. *Asian Journal of Social Sciences & Humanities*, 5(2), 192-206.
- Republic of Kenya (2000). *Bungoma District Development Plan 2002- 2008*. Nairobi: Government printers.
- Republic of Kenya (2001). *Education for All (EFA) In Kenya: A National Handbook on EFA 2002 and Beyond*. Nairobi: Government Printer.
- Republic of Kenya (2002). *Operational Manual on Teacher Management*. Nairobi: Jomo Kenyatta Foundation.
- Sang, J. K. (2009). The preparedness of secondary school heads head teachers as leaders as leaders and managers of school in Kenya. *Unpublished project) University of Nairobi*.
- Salfi, N.A. (2011) Successful leadership practices of head teachers for school improvement: Some evidence from Pakistan. *Journal of Educational Administration*, 49(4), 414–432.
- Sergon, D. (2005). School success depends on the Head teachers Ability. *The standard. Nairobi: The standard Group*.
- Suter, E. J. (2017). Social Cultural Factors Influencing Appointment of Head teachers in Primary Schools in Eldoret East Sub-County, Kenya. *Journal o f Education and Practice*, 8(13), 8-13.
- Sushila, B., (2004). Management and evaluation of schools. Nairobi: Oxford University Press, East African Ltd.
- Sweeney, B (2012). *School Administrators perspectives on Labour Relations; Survey results and Analysis, IRC*. Research Briefs, July 2012
- Teacher service commission (2008). *Teachers image, hardship*. Nairobi: Teacher service Commission.

- Tihverainen, S. (2009). *Headteacher Selection Processes in Eight Finnish Municipalities*. Master's Thesis, Jyväskylä University Finland.
- Vernyuy, A.W. (2015). *Leadership Style: School Perspective in Cameroon*
Hindawi Publishing Corporation Education Research International Volume 2015,
Article ID 439345, 9 pages <http://dx.doi.org/10.1155/2015/43934>
- Walker, A. & Dimmock, C. (2006). Preparing leaders, preparing learners: the Hong Kong Experience. *School Leadership and Management*, 26(2), 125–147.
- Walker, A. & Kwan, P. (2012). "Head teacher school sponsors: strategies, preferences and perceptions", *Journal of Educational Administration*, 50 (2), 188 – 205.
- Walker, K. & Carr-Stewart, S. (2006). Beginning head teachers: Experiences and images of success. *International Studies of Educational Administration*, 34(3), 17–36.
- Wangari, M. M. & Kyalo, P.M. (2015). Gender Bias in the Recommendation and Appointment of Teachers to Administrative Positions in Mixed Secondary Schools in Nyandarua Central Sub-County Kenya. *International Journal of Humanities and Social Science*, 5(1), 89-97.
- Watson, L. (2003). *Selecting and developing heads of schools: 23 European perspectives*. Sheffield, UK: European Forum on Educational Administration.
- Wekesa, G. W. (1993). *The impact of head teachers' instructional leadership on student academic achievement in Kenya*. Teachers College, Columbia University.
- Wekesa, a G.W.(1993). The impact of head teachers instructional leadership on student academic achievement in Kenya. Teachers college, Colombia University.
- Wildy, H. R., Pepper, C., & Guanzhong, L. (2011). Applying standards for leaders to the selection of secondary school principals. *Journal of Educational Administration*, 49(3), 276-291.
- Yu, H., Leithwood, K., & Jantzi, D. (2002).
"The effects of transformational leadership on teachers' commitment to change in Hong Kong." *Journal of educational administration*
- Zulu, C.B. (2007). *A Comparative Study of Women in Management in Higher Education In South Africa And The United Kingdom*. D.Phil Thesis, University of South Africa.

APPENDICES

APPENDIX I: RESEARCH INTRODUCTORY LETTER

The Head teacher,

Primary school,

P.O Box 1

Sigor

Dear Sir/Madam,

RE: LETTER OF INTRODUCTION

I am a Master of Education student (M. Ed) at the Moi University carrying out a research in partial fulfillment of master of education degree in Early Childhood and Primary Education. I intend to carry out a research on **Influence of Head teachers Appointment criteria on academic performance of public primary schools in Pokot Central Sub County**. The purpose of this letter is to kindly request you to assist me by filling in the attached questionnaire as correctly and honestly as possible. I assure you that your identity and answers will be treated with utmost confidentiality and the information given shall strictly be used only for the purpose of this research. Thank you for your co-operation in this important exercise.

Yours faithfully,

Seurei Kipchumba Francis

Moi University Postgraduate Student

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Instructions

Please do not write your name or that of your school anywhere on this questionnaire.
Please tick [] where appropriate or fill in the required information of the spaces provided.

Section A: Demographic Data

1. What is your gender?
Male [] Female []
2. How old are you?
25yrs and below [] 26-35yrs [] 36-45 years []
46 years and above []
3. What is your highest education qualification level?
Certificate (PI, P II) [] Diploma [] Degree [] Masters []
4. How long have you been a teacher?
Less than 3 years [] 4-6 years [] 7- 9 years [] 10 years and above []
5. How long have you stayed in the current school? _____
6. Who is the sponsor of your school?
DEB [] Church [] Community [] NGO []
Other (Specify) _____

Section B: Academic Performance of Schools

7. What has been the performance your school in the following areas?
 - a. KCPE examinations Impressive [] Average [] Poor []
 - b. Discipline Good [] Moderate [] Poor []
 - c. Development Good [] Moderate [] Poor []
 - d. Resource adequacy Adequate [] Moderate [] inadequate []

Section C: Appointment of head teachers based on education level and academic performance

8. (a) This section seeks your response on the extent to which you agree the appointment of head teachers based on their education qualification level influence school academic performance using the following scale: SD-Strongly Disagree, D-Disagree, U-Undecided, A-Agree and SA-Strongly Agree.

Education level	SD	D	U	A	SA
i. Teachers who have higher education qualification tend to influence positive academic outcomes in the school thereby stand a high chance of being appointed to headship positions					
ii. Teachers who go for regular training stand a higher chance of being considered for headship position based on their classroom school performance					
iii. Teachers who are qualified are appointed to headship					

position because they can manage school well					
iv. The performance teachers by their pupils examinations, discipline and even school project is considered during recruitment of head teacher in the school					
v. Having education degree is an advantage of one to be considered for headship or deputy headship position in our school					
vi. Teachers attendance of KEMI management courses is a requirement for one to be considered for headship position in our schools					

(b) What is your view on the influence of appointment of teachers to headship positions based on their education level and its effect on performance of the school in terms of: discipline, academics and even whole school development (development projects)? Is education critical in appointment?

Section D: Appointment of head teachers based on experience and academic performance

9. (a) This section seeks your response on the extent to which you agree the appointment of teachers to headship positions based on their work experience affect influence school academic performance using the following scale: SD-Strongly Disagree, D-Disagree, U-Undecided, A-Agree and SA-Strongly Agree.

Work experience indicators	SD	D	U	A	SA
i. The number of years one has worked as a teacher, subject panel head is a requirement for selection for school headship e.g. not less than 5 or 10 years					
ii. Teachers' whose pupils have been posting impressive discipline are likely to be considered for school leadership					
iii. Teachers whose pupils perform well in KCPE examinations regularly stand a better chance of being selected for school headship position					
iv. The job group of a teacher determines whether he/she will be appointed to school headship position					
v. Senior teachers and deputy H/T are likely to be appointed for school headship position due to their experience					
vi. Experience in leadership or management position by teachers is not a requirement for one to be appointed head teacher in school because it influences performance					
vii. Teachers who have the capacity to beat deadlines in their day to day assignments (meeting targets) are usually front contenders for headship position when an opportunity arises					
viii. Previous performance as a classroom teacher is					

considered before one is appointed to headship position in our school					
---	--	--	--	--	--

(b) What is your view on the influence of appointment of teachers to headship positions based on their work experience and its influence on performance of school in terms of: discipline, academics and school projects? _____

Section E: Appointment of head teachers based on leadership skills and academic performance

10. (a) This section seeks your response on the extent to which you agree the appointment of head teachers based on their leadership skills affect school performance using the following scale: SD-Strongly Disagree, D-Disagree, U-Undecided, A-Agree and SA-Strongly Agree.

Leadership skills	SD	D	U	A	SA
i. Teachers who are committed in their duties have higher chances of being selected to school leadership					
ii. Possession of leadership traits is one factor considered during appointment of head teachers which later influence performance					
iii. Teachers who embrace teamwork stands higher chance of being selected to headship due to their influence in school performance					
iv. Teachers who express desire to be school leaders stands a better chance of being selected					
v. Tactfulness' and innovativeness traits by a teacher are considered during appointment to school leadership					
vi. Teachers exhibit interpersonal, people skills like communication, collaboration, consultation, negotiation, conflict management stand a better chance of being selected for headship position in our school					
vii. Persons attributes of an applicant are not considered during selection process thereby leading to the appointment of ineffective school heads					

(b) What is your view on the influence of appointment of teachers to school leadership based on their leadership skills influence performance of school in terms of: discipline, academics and whole school development? _____

Section F: Appointment of head teachers based on stakeholders and academic performance

11. (a) This section seeks your response on the extent to which you agree the appointment of head teachers based on stakeholder input and participation affect influence school academic performance using the following scale: SD-Strongly Disagree, D-Disagree, U-Undecided, A-Agree and SA-Strongly Agree.

Stakeholder influence	S	D	U	A	SA
i. The domination of school sponsors with members from a single					

gender influence the appointment process of effective school heads of the opposite gender thereby affecting the performance of the school					
ii. School sponsors dictate, forward or determine who to be posted as head teachers in their schools due to their faith and even association					
iii. The panel members involve in selection consider the locality of the applicant before appointing one to head school in this area					
iv. Political aligned candidates stand a better chance of being appointed for school headship hence affecting performance in school					
v. The education level of panellist members is wanting thereby resulting to appointment of ineffective school heads					
vi. Skewed promotions by appointment panel result to appointment of incapable head teachers leading to poor academic performance					

(b) What is your view on the influence of appointment of teachers to headship based on their education level and its effect on performance of school in discipline, academics school development? _____

The end
Thank you

APPENDIX III: INTERVIEW SCHEDULE FOR HEAD TEACHERS

Dear head teachers

I hereby seek your responses on the appointment process of head teachers and how it influences schools academic performance in terms of KCPE examinations, discipline level, resource and infrastructure development. Please spare your time to respond to the following questions.

Questions

1. How long have you been in headship position?
2. What is your opinion on the appointment process of head teachers in relation to academic performance of schools?
 - a. How was your appointment to the head ship position conducted?
 - b. What did the appointment panel consider most before offering you a position as a head teacher?
3. What has been your school academic performance in the last three years? i.e. 2013, 2014 and 2015 in KCPE? (to provide supporting evidence)
 - a. What can you comment on the discipline levels of most pupils in your school?
4. Do the school sponsors strictly follow Ministerial procedures in the appointment of head teachers / or their deputies in this area or what do you consider to be paramount to their appointment?
5. Could you please explain how the following promotion criteria were used during your appointment as head teacher and how it affects academic performance of your school (positive or negative)?
 - a. Education qualification,
 - b. Work experience,

- c. leadership skills and
 - d. stakeholders role/sponsors role/ politicians
6. Among the four criteria mentioned above, are there any other factors you're your committee usually consider during selection process?
 7. What issues have you come across after selection of head teachers academics? Do schools reject head teachers posted to some schools in this area?
 8. What do you think fuels such conflicts/issues/discontentment?
 9. What do you think needs to be done to improve head teachers selection and promotion criteria towards improving academic performance of your school?

Thanks for taking your time to answer interview questions.

APPENDIX IV: INTERVIEW SCHEDULE FOR TAC TUTOR

Dear Officer,

I hereby seek your responses on the appointment process of head teachers and how it influences schools academic performance in terms of KCPE performance by pupils, discipline management, provision of resources, effective curriculum implementation and school infrastructure development. Please spare your time to respond to the following questions.

Questions

1. How long have you been working as a TAC tutor in this area? (Pokot Central)
2. As a trained professional teacher, do you think the appointment process of head teacher influence the academic performance of schools?
3. What is your role towards appointment and selection of head teachers to primary schools?
4. Do you strictly follow Ministerial procedures on appointment of head teachers in this area or what do you consider to be paramount to their appointment?
5. Could you please explain how the following promotion criteria used in appointment of head teachers affect academic performance of public primary schools (positive or negative) in this area?
 - a. Education qualification,
 - b. Work experience
 - c. leadership skills

- d. stakeholders role/sponsors involvement
- 6. Among the four criteria mentioned above, are there any other factors that you usually consider during selection process?
- 7. What issues have you come across after selection of head teachers and posting them to various primary schools?
- 8. What do you think fuels such conflicts/issues/discontentment?
- 9. What do you think needs to be done to improve head teachers selection and promotion criteria towards improving academic performance of public primary schools in this area?

The end

Thanks for taking your time to answer interview

APPENDIX IV: MOI UNIVERSITY LETTER

APPENDIX V: RESEARCH AUTHORISATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471
2241349,3318571,2219429
Fax: +254-20-318241,318249
Email: og@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, 11th House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No

Date:

NACOSTI/P/16/83854/11753

6th July, 2016

Francis Seurei Kipchumba
Moi University
P.O. Box 3900-00100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*An assessment of headteacher promotion criteria and its effect on academic performance in Pokot Central Sub-County Public Primary Schools,*" I am pleased to inform you that you have been authorized to undertake research in West Pokot County for the period ending 4th July, 2017.

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

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
West Pokot County.

The County Director of Education
West Pokot County.

APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. FRANCIS SEUREI KIPCHUMBA
of MOI UNIVERSITY, 0-30100 Eldoret, has
been permitted to conduct research in
Westpokot County

on the topic: **AN ASSESSMENT OF
HEADTEACHER PROMOTION CRITERIA
AND ITS EFFECT ON ACADEMIC
PERFORMANCE IN POKOT CENTRAL
SUB-COUNTY PUBLIC PRIMARY SCHOOLS**

for the period ending:
4th July, 2017


**Applicant's
Signature**

Permit No : NACOST/P/16/83854/11753
Date Of Issue : 6th July, 2016
Fee Received : Ksh 1000




**Director General
National Commission for Science,
Technology & Innovation**

APPENDIX VII: COUNTY DIRECTOR OF EDUCATION LETTER

REPUBLIC OF KENYA



**MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF BASIC EDUCATION**

-Email: elimu\cdewestpokot @ education.go.ke -

Web: www.education.go.ke

-cdewestpokot@yahoo.com.

When replying please quote date & Ref.

COUNTY EDUCATION OFFICE

WEST POKOT COUNTY

P.O. BOX 17

KAPENGURIA.

18th July, 2016

REF: WPC/EDUC/ADM/15/20/VOL.1/29

Mr. Francis Seurei Kipchumba

Moi University

P.o. Box 3900

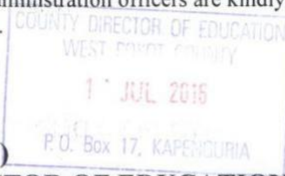
ELDORET

RE: RESEARCH AUTHORIZATION

Following your authorization from the National Council for Science, Technology and innovation you are hereby permitted to carry out research on “ **An assessment of headteacher promotion criteria and its effect on academic performance in Pokot Central Sub County Public primary schools**”. in West Pokot County for a period ending **4th July, 2017**.

Through this letter, all public administration officers are kindly requested to accord you the support required.

(**KIPRONO LANGAT**)
**FOR: COUNTY DIRECTOR OF EDUCATION
WEST POKOT COUNTY.**



APPENDIX VIII: COUNTY COMMISSIONER LETTER



**THE PRESIDENCY
MINISTRY OF INTERIOR AND CO-ORDINATION
OF NATIONAL GOVERNMENT**

Telegrams: DISTRICTER' Kapenguria
Telephone: kapenguria 054-62291
Radio call: kape 5ZRO

Office of the County Commissioner,
West Pokot County,
P.O. BOX 1,
KAPENGURIA.

Email: westpokotland@rocketmail.com

REF: OOP.CC.ADM.15/14VOL.I/57

18TH JULY, 2016

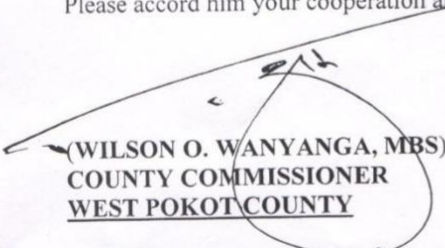
TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
MR. FRANCIS SEUREI KIPCHUMBA

Reference is made to the Director General/CEO, National Commission for Science, Technology and innovation letter NO. NOCASTI/P/16/83854/11753 dated 6th July, 2016 on the underlined subject.

The above named who is a student at Moi University, has been authorized to undertake a research on "*An assessment of headteacher promotion criteria and its effect on academic performance in Pokot Central Sub-County Primary Schools*" for a period ending 4th July, 2017.

Please accord him your cooperation and necessary assistance.


(WILSON O. WANYANGA, MBS)
COUNTY COMMISSIONER
WEST POKOT COUNTY

cc. The County Director of Education,
WEST POKOT COUNTY

APPENDIX IX TIME SCHEDULE

The research is expected to consume 10 months

Issue	Expected length of time to take
Pilot study	2 months October –November 2015
Request to be allowed to take data collection	1 month September 2015
Data collection	3 months Jan –Feb 2016
Conclusions and recommendations	1 month August 2016
Thesis writing & submission	3 months Nov 2016
Total	10 months

APPENDIX X: BUDGET

The following is a budget for the intended research

No.	Particulars	Amount
1.	Personnel and electrical assistants	20,000.00
2.	Computer time	20,000.00
3.	Stationery e.g pens, files, printing papers	10,000.00
4.	Travel expenses	30,000.00
5.	Subsistence expenses	40,000.00
6.	Thesis binding	10,000.00
7.	Incidental expenses	10,000.00
	TOTAL	140,000.00

APPENDIX XI: MAP OF WEST POKOT COUNTY

