INFLUENCE OF HEADTEACHERS’ MANAGEMENT PRACTICES ON PUPILS’ ACADEMIC PERFORMANCE AT KENYA CERTIFICATE OF PRIMARY EDUCATION EXAMINATION IN TESO NORTH DISTRICT, KENYA

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION

UNIVERSITY OF NAIROBI

2014
DECLARATION

This research project is my original work and has not been presented for the award of a degree in any other university.

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This research project has been submitted for examination with our approval as University supervisors.

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DEDICATION

This project is dedicated to my father, Stanley Makuto and my late mother Elizabeth. My dear wife Joyce Olekete, my children Esther, Tabitha, Debora, Ezra, Rebecca and Iska.
ACKNOWLEDGEMENTS
I wish to give special thanks to my supervisors Prof. Akala and Dr. Matula for being strict and thorough in their supervision to ensure a credible work is realized. My sincere regards go to all my course lecturers for their inspiration. I appreciate the co-operation and assistance accorded to me by all school head teachers whose schools were sampled for this research. I recognize and appreciate my wife Joyce and our children, for their immense moral support given to me. Finally, I am grateful to my heavenly father God for his unwavering love to see me go through this course.
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<tbody>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate Primary Education</td>
</tr>
<tr>
<td>KEMI</td>
<td>Kenya Education Management Institute</td>
</tr>
<tr>
<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education, Sciences Technology</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational Social and Cultural Organization</td>
</tr>
</tbody>
</table>
ABSTRACT

The purpose of this study was to determine the influence of head teachers’ management practices on the pupil’s performance at Kenya Certificate of Primary Education in Teso North district, Busia county, Kenya. The study sought to fulfill the following objectives: (i) To establish the extent to which human resources management in schools by head teachers influence pupils’ performance at K.C.P.E; (ii) To determine the ways financial management by head teachers influence pupils’ performance in K.C.P.E; (iii) To establish the extent to which head teachers’ teaching/learning resource management influence pupils’ performance K.C.P.E.

The study was guided by a scientific management theory that was postulated by Fredrick Taylor. A descriptive survey research design was adopted to guide this study. The data for the study was collected using questionnaires. The instrument was delivered to the respondents by the researcher. A sample of 20 head teachers, 150 teachers and 250 pupils was drawn from 20 public primary schools in Teso North district which were selected randomly out of 67 public primary schools in the district.

Descriptive statistics were used in analysis. The data was presented in frequencies and percentages. The results of this study revealed that the management practices by head teachers influenced poor performance of pupils at K.C.P.E. in the district. The study found that poor human resource management by head teachers significantly influenced poor academic performance of pupils at KCPE. In relation to financial management the data obtained reveals that even schools received funds both from the government and parents. These funds were not prudently managed. This consequently affected allocation of school resources meant to enhance teaching/learning process. The study findings also revealed that most schools had inadequate teaching/learning resources and this contributed to poor performance.
CHAPTER ONE
INTRODUCTION

1.1 Background to the study
Globally, education is recognized as a basic human right. It is a form of investment that is perceived to contribute to development of both individual and society. (World Bank, 2005; UNESCO, 2007; UNICEF, 2008). Hence, the main goal of education is to prepare individuals for the job markets by transmitting the knowledge, skills, attitudes and cultural norms of the adult world to the younger world.

According to the World Conference on Education for All (EFA) (2000) held in Dakar, Senegal, it was noted that despite efforts made by governments to ensure quality performance by all, the targets set by Jomtein 1990 had not been fully met. Education performance in most developing countries was still riddled with a crisis of high dropout and low performance (UNESCO, 2007). This trend was clearly experienced in the Kenyan context. This is because, although enrolment had impressively improved over the years, quality and performance of education were still low.

Quality and performance in education are affected by management of both human and material resources by those entrusted with the task of providing education. A report on world conference on Education for All (EFA) held in Jomtein, Thailand in 1990 indicated that head teachers carry prime responsibility for creating an effective educational environment in schools and this includes management of
human and material resources. The head teacher has to enhance teachers and pupils’ welfare, develop and implement educational programmes, provide proper instructions, school community relations, discipline and proper record keeping, (Peretomode, 1995).

In the UK, the core purpose of head teacher is to provide professional leadership and management for a school. This will promote a secure foundation from which to achieve high standards in all areas of the school’s work. To gain this success a head teacher must establish high quality education by effectively managing teaching and learning and using personalized learning to realize the potential of all pupils. Head teacher must establish a culture that promotes excellence, equality and high expectations of all pupils. He is the leading professional in the school accountable to the governing body. He/she has to provide vision, leadership and direction for the school and ensures that it is managed and organized to meet its aims and targets. The head teacher, working with others is responsible for evaluating the schools performance to identify the priorities for continuous improvement and raising standards; ensuring that resource are effectively and efficiently used to achieve the schools aims and objectives and for the day-to-day management, organization and administration of the school.

According to performance report available in the district education office, Teso North district, public schools in this district have been performing below average in the KCPE examination in 2012. No KCPE candidate from the district was ranked among the top 100 in the nation. In the county there are seven districts
and Teso North district was ranked last and the only one with below mean score. Table 1.2 shows this performance. It was therefore important to carry out studies to find out if the cause of this poor performance was as a result of weaknesses in the school management by Head teachers. Here below shows the results analysis of KCPE performance in Teso North District over the last 5 years.

**Table 1.1 KCPE results analysis, Teso North District for the year 2008 — 2012**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>M/S</td>
<td>252.92</td>
<td>230.47</td>
<td>235.41</td>
<td>242.94</td>
<td>248.73</td>
</tr>
</tbody>
</table>

Source: DEO’s office Teso North 2013

The data above reveals that KCPE performance in the district is below average. The performance depicts a fluctuating trend.

**Table 1.2 : KCPE Results analysis mean score for districts in Busia County 2010-2012**

<table>
<thead>
<tr>
<th>Position</th>
<th>District</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>1.</td>
<td>Nambale</td>
<td>270.34</td>
</tr>
<tr>
<td>2.</td>
<td>Samia</td>
<td>272.17</td>
</tr>
<tr>
<td>3.</td>
<td>Busia</td>
<td>270.31</td>
</tr>
<tr>
<td>4.</td>
<td>Butula</td>
<td>265.98</td>
</tr>
<tr>
<td>5.</td>
<td>Bunyala</td>
<td>249.70</td>
</tr>
<tr>
<td>6.</td>
<td>Teso South</td>
<td>243.66</td>
</tr>
<tr>
<td>7.</td>
<td>Teso North</td>
<td>235.41</td>
</tr>
</tbody>
</table>

Source: DEO’s office Teso North 2013
The above table shows that Teso North District had been performing poorly over 3 years and this had been blamed on Head teachers management practices by education stakeholders which prompted this study to investigate the influence of head teachers management practices on the pupils performance in KCPE examinations.

1.2 Statement of the Problem
Head teachers’ management practice is a significant factor in pupils academic performance. In an effective school, there is a clearly articulated school mission through which the staff shares an understanding of and commitment to instructional goals, priorities, assessment, procedures and accountability Lezotte (1991:6). Head teacher creates an atmosphere in which teachers are considered professionals and have opportunities to continue their professional development both within and without the school they teach in, leads teachers towards excellence. There should be a climate of high expectations in which the staff believes and demonstrates that all learners can obtain mastery of the school’s essential curriculum (Lezotte,2001). An effective head teacher communicates the school’s mission and vision, by persistently creating a shared sense of purpose and establishing a set of common core values among the instructional staff. There is an orderly, purposeful, business-like atmosphere, which is free from the threat of physical harm. School climate is not oppressive, parents understand and support the basic mission of the school and are given opportunities to play important roles in helping the school to achieve its mission.
Despite investment of significant resource in the education subsector and even reducing the number of subjects covered by the curriculum, performance in Teso North District still remained low. Education stakeholders more often blamed the school administrators for this dismal performance. Performance in KCPE examinations in public schools in Teso North District had been low for a long time. This was according to tables 1.1 and 1.2 of the KCPE results analysis available in the District Education office, Teso North District. In the 2012 KCPE results analysis, no single KCPE candidate was ranked among the top 100 in the nation. It was ranked last in Busia County out of seven districts. The last four schools in the County were from this district. Only seven candidates scored more than 400 marks. In view of this state of affairs there was need to establish the cause of poor KCPE performance. Researchers had carried out studies on other factors that affected performance but there was no information about the influence of head teacher’s management practices on pupils’ performance at KCPE. The main concern of this study was to establish the extent to which head teachers management practices influence pupils’ performance at KCPE.

1.3 Purpose of the Study
The purpose of this study was to establish the influence of head teacher’s management practices on the pupils’ performance in KCPE in public primary schools in Teso North District, Kenya.
1.4 Objectives of the Study:

i. To establish the extent to which human resource management in schools by head teachers influence pupil’s academic performance at KCPE examinations.

ii. To determine the ways financial management by head teachers influences pupils performance at KCPE.

iii. To establish the extent to which head teachers’ teaching/learning resource management influences pupils performance at KCPE.

1.5 Research Questions:

i. To what extent does head teachers’ human resource management practices influence the performance of pupils in KCPE in public primary schools in Teso North District?

ii. How do head teachers’ financial management strategies influence performance of pupils in KCPE?

iii. To what extent does the management of teaching/learning materials by head teachers influence the performance in KCPE?

1.6 Significance of the Study

The findings of this study would be useful to primary school head teachers in their attempt to improve management of educational institutions with a view to improve performance in national examinations. The findings of this study will be useful to educators in Teacher Training Institutions to give trainees a bearing on what should be done to enhance an efficient and effective head teacher.
management practices on human, finance and teaching/learning resources. The findings may be used by District education office in formulating capacity building programmes to empower school administrators in their management practices. This was because Head teachers base their practices, decisions and other management behaviors on products or research that are specific to their situations. The use of such specific knowledge would improve the quality of management of the schools and raise the standards of education in the district. The findings of the study would be of great help to future researchers in identifying priority areas in which to carry more research in primary schools in Teso North District and other districts that were performing poorly at KCPE examinations.

1.7 Limitations of the study
This study was only limited to head teachers’ management practices mainly human, financial and teaching/learning resource management as variables influencing pupils academic performance. Some respondents would conceal some information due to fear of victimization by school authority. In response to these limitations, there were likely to be encountered during collection of data, the researcher mitigated upon this by explaining the purpose of the study hence persuading them in person to respond to all items in the questionnaires. The researcher assured respondents that both their identity and information provided would remain confidential as indicated at the beginning of the questionnaires. Respondents were given two days to fill in the questionnaires so that they could have sufficient time to respond to all items.
1.8 Delimitations of the study
According to Best and Kahn (2008) delimitations are boundaries of the study. The research was to be conducted in public primary schools in Teso North district. Thus the findings of this study could not be applied to public schools in other districts. As a result therefore, generalization of its findings should be done with caution. The research did not include private primary schools due to their difference in management and facilities. Also due to time and financial constraint, the study was conducted in a selected sample of schools, head teachers, teachers and pupils. This therefore, may not be a true representation of the whole county.

1.9 Assumptions of the study
For the purpose of this study the following assumptions were made:

i. That the sampled schools had enough teaching staff as per the TSC policy in staffing.

ii. The respondents were honest as they responded to the questionnaires.

iii. Marks obtained from schools and Kenya National Examination Council (KNEC) were reliable and valid measures of academic achievement.
1.10 Definition of Significant Terms

The following terms are defined within the context of this study.

*Head teacher* refers to the person appointed by the TSC as the administrative head of a school being responsible for its administration.

*Management Practices* refers to the administrative activities the head teacher is required to execute in the school for the attainment of the school goals and objectives. This should include human resource management, financial resource management and teaching/learning resources.

*Performance* refers to the pupil or schools’ academic level of achievement in KCPE examinations expressed in terms of mean scores obtained.

*Pupils’ Performance* refers to the scores that are obtained by pupils in examinations.

*Teaching/learning* resources refer to all those materials that are used to enhance the delivery of the lesson content.

1.11. Organization of the study

This study is organized into five sections. Section one was introduction comprising of background to the study, statement of the study, purpose of the study, objectives of the study research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, organization of the study and definition of operational terms. Section two, which was literature review, dealt with literature review on the human, financial and teaching/learning management
practices by Head teachers influencing pupils’ academic performance at KCPE examinations. Section three which was research method gave review of introduction, research design, target population, sample size and sampling techniques, research instrument, validity of instrument, reliability of instrument, data collection procedures and data analysis techniques. Section four comprised data analysis, interpretation and presentations. Finally, section five dealt with discussion of research findings; gave summary and conclusions and recommendations.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter reviewed related literature on the influence of head teachers’ management practices on pupils’ performance in KCPE. This management practice focused on human resource management, financial resource management and management of teaching and learning materials.

2.2 Human Resource Management and Pupils Performance
Management of human resource is an organizational function specifically concerned with the management of employees (Nzuve, 2010). He further asserts that the manager must have authority over all the human resource functions. This can be made possible by well developed and written personnel policies covering all the areas. Khanka, S.S. (2003:1) states that it is the human resource that makes use of non-human resources. Hence people are the most significant resource in an organization. It is man who makes all the difference in organizations. Human resources are heterogeneous in the sense that they differ in personality, perception, emotions, values, attitudes, motives and modes of thoughts. Their behavior to stimuli is often inconsistent and unpredictable hence a head teacher needs to be proactive, tactful and innovative. This is because better educated, more skilled, better aware of their interest and rights are some of distinguishing features of modern human resources.
The overall purpose of human resource management is to ensure that the organization is able to achieve success through people Armstrong, M. (2003). It is there to ensure that the organization obtains and retains the skilled, committed and well motivated workforce it needs. This means taking steps to address and satisfy future people needs and to enhance and develop the inherent capacities of people - their contributing, potential and employability by providing learning and continuous development opportunities. Human resource management should enhance motivation and commitment by introducing policies and processes which ensure that people are valued and rewarded for what they do and achieve and for the levels of skills and competence they reach.

Human resource manager should create a climate in which productive and harmonious relationships can be maintained through partnership between management and employees and where teamwork can flourish. The management should introduce high commitment practices which recognize that employees/pupils and parents are valued. Stakeholders in the organization help to develop a climate of cooperation and mutual trust. The management should take steps to ensure that equal opportunities are available to all and that an ethical approach to managing employees is adopted based on concern for people, fairness and transparency.

According to Koech (Republic of Kenya, 1999) a school stands or falls by its principal and the same view is shared by Mbiti (2007). Head teachers are charged with responsibility of managing human resource and other resources to ensure
attainment of school goals and objectives. Unlike other resources, human resource is fundamentally different in that it is socially dynamic and requires effective management (Beer et al, 1984). In order to bring about desired outcomes in a school, disciplined, motivated and committed human resource, a head teacher needs to be trained and be informed on human resource management (Okumbe, 1999).

Thurlow (2003) shows that school managers are expected to assume greater responsibility under difficult circumstances and the management of all those who work in their schools. It is universal trust that the difference between an organization that performs well and another that performs poorly is the quality of staff they have. The key to performance of staff is the motivation and commitment.

Human resource management is concerned with developing an appropriate culture that makes employees feel that they and their contributions are valued.

2.3 Financial Resource Management and KCPE Performance
A school like any other institution has a mission and goals to be achieved in a time bound limit. The schools current and future life is based on finance. So there is a great need to put on it much emphasis so as to enable the school to run effectively its academic, administrative and technical services.

An effective management of finance should develop a clear budget, a consistent system of allocating resources in line with priorities, expenditure programme assessment and reward system; strengthening the performance and service
delivery system of orientation and management; maintenance of expenditure controls, to ensure that resources are applied in line with policy directives and comply with expenditure limits; creation of governance structures that guarantee transparency; formulation of realistic, resource contained plans to guide decision making throughout school.

Ensuring effective management of finance in the school system enables the Head teacher to manage, monitor, supervise and support teachers in their services to ensure provision of high quality and responsive support services across the school.

It enables the Head teacher to undertake recruitment and selection, training, deployment, discipline, welfare allocation of duties and worthy patterns for support services KIU (2008).

2.4 Teaching and Learning Resource Management and KCPE Performance
Teaching and learning resource management is an integral part of the overall management of the school. Actualization of predetermined goals and objectives by the school management requires provision, Maximum utilization and appropriate management of these resources. Adoption of Modern methods of resource management helps to improve the quality of teaching and learning .This is because there is a direct relationship between provision and utilization of quality teaching/ learning and resources and quality outcome of the school. Nwagwu (1978) and Ogunsaju, (1980) maintained that the quality of education
that children receive bears direct relevance to the availability or lack therefore of physical facilities and overall atmosphere in which learning takes place.

Lack of vision in the management of schools often leads to imbalance in the allocation and use of resources. This is why Ayot and Briggs (1992) point out that poor results in education are related to the resources allocated to it. Management of teaching and learning resources involves among other things, collective decision making in relation to selection of the same.

Instructional resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. Wales (1966) was of opinion that the use of instructional resources would make discovered facts glued firmly to the memory of pupils. Savoury (1958) also added that, a well planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse pupils interest by giving them something practical to see and do. Selection of materials related to the basic contents of a course or lesson, helps in depth understanding of such a lesson by the pupils. There should be sufficient and adequate provision of these teaching and learning materials. Scarcity of these materials, according to Coombs (1970), will constrain educational system from responding fully to new demands. Knezewich (1975) also stressed the importance of having appropriate personnel plan and adequate physical facilities to support educational effort.
According to research carried out on the effects of instructional resources on pupils' performances WASC examination in Kwara State in Nigeria, it was found that material resources have a significant effect on pupils' achievement in each of the subjects Mumoh (1980).

Christie (2005) for example asserts that learning is the central purpose of schooling and notes that it has four dimensions: pupils learning, teachers learning, organizational learning and principal as the "lead learner"; she concludes that lead learning is very complex and challenging.

All the above literature cited implies that for the pupils to realize meaningful learning/experiences, availability of key learning resource materials is paramount. The head teacher therefore, should ensure that appropriate teaching methodology is applied while teaching and learning materials acquired for learning are also relevant and adequate. This can be done if the head teacher involves all relevant stakeholders in the identification, purchase, maintenance and usage of these resources. There should be clear school policies on procurement, sustainability and effective usage of these resources. I absolutely agree with the findings and observations made in this literature review; whatever the circumstances that prevail in the school environment, the buck stops at the Head teacher. However, these studies were carried out long ago. They have been overtaken by events. Human population is tremendously increasing, poverty levels rising in developing societies and cultural/political dynamics are challenges school managers are
facing. All these affect management of education in the public sector hence influencing learner’s performance.

2.5 Summary of Literature Review
The literature revealed that Head teachers play a pivotal role in the implementation of educational polices because they are the ones in-charge, responsible and accountable for all the activities taking place in their schools. Therefore there is an indirect relation existing between head teachers’ management practices and school academic performance in national examinations. Their management practice impact greatly on teacher’s performance and pupil’s academic achievement. This study focused mainly on the influence of Head teacher’s management practices as human resource, financial resource; teaching and learning resource on pupil’s performance in KCPE in the area under study.

2.6 Theoretical Framework
A theory is a reasoned statement or statements which are supported by evidence. Theories are systematic explanations of the relationship among phenomena. This study was based on scientific management theory. It is also referred to as Taylorism. Fredrick Winslow Taylor was the chief proponent of this theory Okumbe (1998). Curtailing waste, increasing effective production, standardizing work flows, and improving economic efficiency are some of the main aims of this theory of management. This theory has four principles. The first principle states that managers must understand the workers’ job knowledge, study how workers
perform tasks, and seek to improve performance. The second principle states that managers must write work rules and standardize work procedures into codes. The third principle is about establishing procedures to be the basis of hiring and training workers. Hired workers should have necessary skills and abilities as a priority. Finally, the fourth principle states that managers must set a minimum acceptable level for performing tasks, which should also be the basis for paying bonuses.

Taylors scientific management theory however received criticism. This theory is praised for increasing production as it aims at introducing new and improved methods of production and removal of wastage and inefficiency in undertaking the production activities. However its being criticized for exploiting workers and treating workers like machines. The theory is also obsolete.

Although this theory sounds obsolete, but some of its principles are still relevant and applicable in today’s management. This theory was linked to this study as this study was about management practices by school Head teachers which influence pupils’ performance. The four principles of this theory are applicable to school management as they capture the core functions of a school Head teacher focused to achieve the set standards of KCPE performance.

2.7 Conceptual framework
Kilemi and Wamahiu (1995) contend that the importance of conceptual framework is to bring about order, unity and relationships between variables.
There is a general consensus that effective school management leads to high achievements of the learners in the cognitive, affective and the psychomotor skills. However, the pupils’ acquisition of knowledge skills and ability are measured by examinations. Schools which are effectively managed, perform well in examinations. Conceptually, the management practices and processes that may influence in KCPE can be expressed as shown in figure 1.1.

**Fig 1.1 Conceptual Framework for the relationship between Head teachers’ management practices and pupils’ performance in KCPE Examinations**

In the conceptual framework depicted in figure 1.1, head teachers’ management practices are hypothesized to influence pupil’s performances. Effective management of human resource, finance resource and teaching/learning resources result into improved academic performance, retention rates and transitions rates.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter gave a description of procedures used in carrying out the study. It describes the research design, target population, sample size and sampling procedures, data collection instruments and procedures, reliability and validity of instruments that were going to be used as well as the other data processing and presentation methods/data analysis techniques.

3.2 Research Design
This study was conducted using descriptive survey design to establish the influence of Head teacher’s management practices on pupil’s performance in KCPE in all public primary schools in Teso North District. According to Orodho (2005), descriptive survey can be used to describe some aspects of population like opinions, attitudes and beliefs. Best and Kahn (2005,p. 97)Surveys gather data at a particular point in time with the intention of describing the nature of existing conditions identifying the standards against the existing conditions can be compared or determining the relationships that exist between specific events. Best and Kahn (2005,p.124). The purpose of school survey was to gather detailed information for judging the effectiveness of instructional facilities, curriculum, teaching and supervisory personnel, and financial resources in terms of best practices and standards in education. Hence this survey was the most appropriate because the data to be collected aimed at revealing the level of influence head
teacher’s management practices has on pupil’s performance in national examination.

3.3 Target Population
According to Fraenkel and Wallen (1993) target population was the larger group to which one is hoping to apply findings. This study was carried out in Teso North District, Busia County. The population target was 67 Head teachers, 536 teachers and 2688 pupils in all public primary schools (DEO’s office, 2012).

3.4 Sample Size and Sampling Techniques
Stratified random sampling was used to select 21 schools from 67 public primary schools in Teso North district, representing 30% of the KCPE schools. According to Borg and Gall (1989), a sample size of any study should be based on what a researcher considers being statistical and practicable. The study took 30% of the sample size, Mugenda and Mugenda (2003). The same view is shared by Best and Kahn (2005). It is ideal because it is large enough to serve as an adequate representation of the population about the researcher wishes to generalize and small enough to be selected economically in terms of subject availability and expenses in both time and money. 14 pupils were selected from standard eight from each sampled school using stratified random sampling technique to make a sample size of 294 pupils. 8 teachers were selected from each sampled school using the stratified random sampling technique, giving a total of 168 teachers. Every selected school was represented by a head teacher. The population was therefore 21 head teachers, 150 teachers and 268 pupils giving a total of 483.
Table 3.1 Sample size

<table>
<thead>
<tr>
<th>Strata</th>
<th>Target Population</th>
<th>Sample size 30% of the target population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>67</td>
<td>21</td>
</tr>
<tr>
<td>Teachers</td>
<td>536</td>
<td>168</td>
</tr>
<tr>
<td>Pupil’s</td>
<td>2771</td>
<td>294</td>
</tr>
<tr>
<td>Total</td>
<td>3374</td>
<td>483</td>
</tr>
</tbody>
</table>

3.5 Research instruments
Research instruments are the techniques or methods of data collection (Kasomo, 2006). In this study, the researcher used only questionnaires to collect data from respondents. The researcher prepared three questionnaires. One for the Headteachers, the second one for teachers and the third for the pupils. The items in the questionnaire were both open ended and closed ended. This is according to Borg and Gall (1983) who emphasis that whereas the open ended types of questions will give informants freedom of expression, the closed ended will facilitate consistency of certain data across informants. The questionnaire covered all the research questions on the influence of human, financial and teaching/learning resource management on pupils’ performance at KCPE. The researcher used questionnaires because they were easy to administer to the respondents and convenient to collect more information within a short span of
time. Questionnaires are free from bias since they are in the respondents own words. Respondents have adequate time to answer all items.

The use of questionnaires was suitable for this study since the population targeted was literate, large and the information needed could be described easily in writing. The research was concerned mainly with views, opinions, perceptions and attitudes towards the Head teacher’s management practices in relation to pupils performance in KCPE (Gay, 1992).

3.6 Instrument validity
According to Mugenda (2003) validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. On the other hand validity of an instrument represents the extent to which the instrument measures what it purports to measure (Borg and Gall, 1989). In view of this the researcher arrived at content validity through the results and comments of the pilot study concluded in two public schools. Items that failed to measure the variable they intended to measure were modified and others discarded completely. The schools that were used in the pilot study were excluded from the main study.

3.7 Reliability of instruments
Reliability is a measure of the degree to which a research instrument yields consistent results on data after repeated trials (Mugenda and Mugenda, 1999). This view is shared by Orodho (2002). To test the reliability of this study’s research instrument pilot testing was done. Test-retest method was applied. The
responses in the first test of the first subject were compared against their responses in the second test Orodho (2002). Pearson’s Product Moment Correlation formula for the test-retest was used to compute correlation coefficient. The formula was: 

\[ \gamma_{xy} = \frac{(x - \bar{x})(y - \bar{y})}{NSxSy} \]

where \( x \) was subjects score in the first test and \( y \) was the corresponding score in the second test. \( \bar{x} \) and \( \bar{y} \) was the mean scores of the first test and second test respectively. \( N \) was the total number of subjects in the pilot study and \( S \) was the standard deviation of the first and second test respectively. \( r_{xy} \) was the Pearson’s Product Moment Correlation Coefficient. A coefficient of 0.685 was achieved, hence the instrument was considered reliable, Best and Kahn (2005).

### 3.8 Data Collection procedures

The administration of data collection instruments was done by the researcher both at pilot and main study. An introductory letter was sought from the Department of Educational Administration and planning, University of Nairobi, to help obtain a research permit from the National Council for Science and Technology. This was done after being cleared by the research supervisors. A copy of the permit and an introductory letter were presented to the District Commissioners office (DC) and District Education officer (DEO) to request for an introductory letter to the respondents.

Finally, the researcher visited the sampled schools to make appointments with the Head teachers and then administer the questionnaires to the respondents. At this
stage of administering the questionnaires, the respondents were assured of confidentiality of their responses as indicated in the questionnaires. Respondents were given two days to fill in the questionnaires and be collected by the researcher himself and his assistant on the second day so as to ascertain completion and accuracy.

3.9 Data analysis techniques
Data analysis refers to the interpretation of collected data into useful information (Kombo & Tromp, 2006). After the questionnaires had been collected, they were checked so as to ascertain they were complete and accurate. The data was then entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). Both quantitative and qualitative data was analyzed. This processed frequencies and percentages which were used to discuss the findings. Frequency distribution tables and pie charts were used to present the data. These descriptive statics were used to answer research questions. From the analysis the findings were presented in the subsequent chapters where discussions, conclusions and recommendations were drawn.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction
The purpose of this study was to establish the influence of Head teachers’ management practices on pupils’ performance at Kenya Certificate of Primary Education examination in Teso North District, Kenya. Presented here are the findings that are based on the following research objectives that guided the study undertaken by the researcher:

i. To establish the extent to which human resource management in schools by head teachers influence pupils performance at KCPE examinations.

ii. To determine the ways financial management by head teachers influences pupil’s performance at KCPE examinations.

iii. To establish the extent to which head teachers’ teaching/learning resource management influences pupil’s performance at KCPE examinations.

4.2 Questionnaire Return Rate
Data was collected from a sample of 20 head teachers, 150 teachers and 250 pupils out of the total population of 21 head teachers, 168 teachers and 294 pupils (483 respondents). This implies that the return rate was 86.95%. Questionnaires were used to collect data from the head teachers, teachers and pupils.
4.3 Demographic information of head teachers

Table 4.1 – Gender of head teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Male</td>
<td>16</td>
<td>80.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

This shows that there were more male head teachers (80%) than female head teachers. The reason could be that more males are educated than the females because of the cultural beliefs and poverty levels that influence parents to give males priority in education. However, Teachers Service Commission in conjunction with the Ministry of Education should ensure equity in both education and employment to both genders.

4.4 The age of Head teachers’

Table 4.2 – Age of headteachers

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>36-45</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>46-55</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

The data above reveals that all head teachers in the sampled schools were above 36 years of age. Their ages ranged from 36 years to 55 years. 60% of this population is above 46 years old. This implies that most of them have reached
their optimum production level. Therefore, their energy and creativity levels are low to embrace dynamic management.

4.5 The educational levels of Head teachers’

Table 4.3 Educational levels of head teachers

<table>
<thead>
<tr>
<th>Education level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.ED</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>B.ED</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Diploma ATS</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>P1</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Data obtained on the head teachers’ educational level revealed that 95% of them had diploma and above qualifications. This implies that 95% of head teachers had relevant and better qualifications required to demonstrate best management practices. Only a handful of them, 15% had P1 certificate. It can be concluded that 95% head teachers with higher professional qualifications concentrate most on their professional growth and development at the expense of the schools they are managing. This is because their educational levels are not correlated to the KCPE performance tables 1.1 and 1.2 KCPE result analysis.

4.6 The years of teaching experience

Table 4.4 – Years of teaching experience

<table>
<thead>
<tr>
<th>Years of teaching experience</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-10</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>11-15</td>
<td>19</td>
<td>95</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
Data collected reveals that 95% head teachers had vast teaching experience which was a key characteristic to successful learning. However, this vast experience is not translated into pupils’ performance at KCPE.

4.7 The number of years served as head teacher

Table 4.5 – Number of years served as head teacher

<table>
<thead>
<tr>
<th>Years served as head teacher</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>6-10</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>11-15</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>16 and above</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Data reveals that 70% of head teachers had managerial experience between 6-16 years. Therefore, this implies that they had experience to manage schools. However, this experience is not translated to pupils’ performance at KCPE.

4.8 The number of schools served as head teacher

Table 4.6 – Number of schools served as head teacher

<table>
<thead>
<tr>
<th>Number of schools served as head teacher</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>3-4</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>5-6</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
The data above reveals that 90% of head teachers had administered between one and four schools and a significant 45% of them had been transferred regularly leading to high turnover of head teachers’ in schools. This consequently influenced poor KCPE performance as these transfers affected implementation of their long term strategic plans. This is not in conformity with Lezotte, L. (2001) who states that a highly performing school is headed by a manager who has collectively created the school Motto, Vision and Mission, a friendly school climate and every stakeholder has high expectations. All these require ample time to realize high performance. In conclusion transfers should be minimal.

4.9 Demographic information of teachers.

4.9.1 Gender of teachers

Table 4.7 – Gender of teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>70</td>
<td>46.7</td>
</tr>
<tr>
<td>Male</td>
<td>80</td>
<td>53.3</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

The data reveals that the difference between male and female teachers is insignificant although male teachers are 53.3% more than female teachers at 46.7%.
4.9.2 Age categories of teachers

Table 4.8 – Age category of teachers

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>49</td>
<td>32.7</td>
</tr>
<tr>
<td>31-40</td>
<td>54</td>
<td>36.0</td>
</tr>
<tr>
<td>41-50</td>
<td>31</td>
<td>20.6</td>
</tr>
<tr>
<td>51-60</td>
<td>16</td>
<td>10.7</td>
</tr>
<tr>
<td>Totals</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

Teachers ages were fairly spread out in all the ranges from 20 to 60 years old. It’s clear that most of the respondents in the teacher’s category are young; these are people with energy and capacity to come up with creative ideas if given a chance to do it. This potentiality was not fully utilized by head teachers. Teachers’ age and their performance were not reflected in the pupil’s performance at KCPE. This implies that head teachers did not effectively carry out their supervisory roles on their teachers to ensure that curriculum implementation was effectively done.
4.9.3 Highest education levels of teachers’

Table 4.9 – Education levels of teachers

<table>
<thead>
<tr>
<th>Education level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BED</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Diploma/ATS</td>
<td>33</td>
<td>22</td>
</tr>
<tr>
<td>P1</td>
<td>82</td>
<td>54.7</td>
</tr>
<tr>
<td>Others</td>
<td>20</td>
<td>13.3</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

Teachers were also analyzed as per their education levels. This shows that the human resource available was not adequate to cater for the learning needs of pupils’ given that a significant minority belonged to the category of untrained certificate holders at 13.3% and 86.7 had both basic and higher qualifications. Recruitment of unqualified personnel was a weakness on the part of head teachers management practice. This influenced poor performance at KCPE.

4.10 Demographic information on pupils’

Table 4.10 – Gender of pupils

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>130</td>
<td>52</td>
</tr>
<tr>
<td>Girls</td>
<td>120</td>
<td>48</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>250</td>
<td>100</td>
</tr>
</tbody>
</table>
The population of boys and girls was relatively equal implying that gender equity was realized in all schools. Both boys and girls had been offered equal opportunity to access education. There were 18 mixed day schools against 2 girls boarding schools.

4.11 Characteristic of the schools

4.11.1 Type of school

Table 4.11 – Type of school

<table>
<thead>
<tr>
<th>Schools</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Girls</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Mixed</td>
<td>18</td>
<td>80</td>
</tr>
<tr>
<td>Totals</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Most of the schools were mixed day schools.

4.11.2 School enrollment

Table 4.12 – School enrollment

<table>
<thead>
<tr>
<th>Population</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 and above</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>600-999</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>300-599</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>100-299</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
Majority of the schools had an average population of pupils between 300-566. This was manageable enrolment. In spite of this average enrolment pupils performance was below average.

4.11.3 The average KCPE results of sampled schools since 2008 in Teso North District

Table 4.13 – KCPE results analysis

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Score</td>
<td>246.65</td>
<td>198.53</td>
<td>220.9</td>
<td>238.08</td>
<td>259.09</td>
<td>232.65</td>
</tr>
<tr>
<td>Deviation</td>
<td>+21.31</td>
<td>-48.12</td>
<td>+22.25</td>
<td>+17.18</td>
<td>+21.01</td>
<td></td>
</tr>
</tbody>
</table>

The table above shows the schools performance in the district as provided by the head teachers. It’s clear that KCPE performance was generally below average from 2008 to 2012.

4.12 Human resource management in schools by head teachers and pupils performance at KCPE examinations

4.12.1 Level of adequacy of the teaching and support staff in their service as viewed by teachers

Table 4.14 – Adequacy of teaching and support staff

<table>
<thead>
<tr>
<th>Level of adequacy</th>
<th>Very adequate %</th>
<th>Adequate %</th>
<th>Inadequate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching staff</td>
<td>15</td>
<td>20</td>
<td>65</td>
</tr>
<tr>
<td>Support staff</td>
<td>10</td>
<td>50</td>
<td>40</td>
</tr>
</tbody>
</table>
Most schools experienced inadequacy of the teaching staff and definitely this impacted negatively on pupils performance.

4.12.2 Level of discipline among the staff and pupils’ in the school as rated by teachers

Table 4.15 – Level of discipline in school

<table>
<thead>
<tr>
<th>Level of discipline</th>
<th>Very high</th>
<th>High</th>
<th>Low</th>
<th>Very low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of discipline among pupils</td>
<td>2.7</td>
<td>55.3</td>
<td>27.3</td>
<td>14.7</td>
</tr>
<tr>
<td>The level of discipline among teaching staff</td>
<td>21.3</td>
<td>72.7</td>
<td>6.0</td>
<td>0</td>
</tr>
</tbody>
</table>

The level of discipline in schools was also rated as shown above whereby teachers’ discipline was 94% being high and a minority being 6%. As indisciplined cases. This is a key ingredient in any learning environment as discipline starts with the teachers. The researcher through an open ended question sought to know what actions were taken against indisciplined teachers but a majority of respondents indicated none. This shows a great weakness in the management in terms of punishing deviant behaviors among the teachers. The level of discipline among pupils’ was 58% disciplined and 42% were undisciplined. This is an indication of very poor discipline among the schools but the head teachers had not taken any measures to curb the vice. This was not in line with what (Nzuve, 2010) and (Khanka, 2003) The manager must have authority over all human resource functions. Rampant indiscipline influenced pupils performance.
### 4.12.3 Indiscipline cases in schools as identified by Head teachers and teachers

**Table 4.16 – Indiscipline cases common in school**

<table>
<thead>
<tr>
<th>Forms of indiscipline in schools</th>
<th>Head teachers Frequency</th>
<th>Percent</th>
<th>Teachers Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Destruction of property</td>
<td>3</td>
<td>15.0</td>
<td>7</td>
<td>4.7</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>9</td>
<td>45.0</td>
<td>74</td>
<td>49.3</td>
</tr>
<tr>
<td>Lateness</td>
<td>7</td>
<td>35.0</td>
<td>50</td>
<td>33.3</td>
</tr>
<tr>
<td>Drug abuse</td>
<td>1</td>
<td>5.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sexual immorality</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Failure to complete assignments</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>10.7</td>
</tr>
<tr>
<td>Leaving school without permission</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>

Various forms of indiscipline among the teachers and pupils’ were analyzed as shown above. This is a clear indication that performance cannot be achieved in an environment where discipline among the teachers and pupils’ is not upheld.

According to the study findings there were similarities and differences in proportions of common forms of indiscipline identified by both Head teachers and teachers as follows: similarities were observed in the proportions of absenteeism which was highest, closely followed by lateness and then destruction of property by the two groups while sneaking out of school was not an issue of indiscipline. Differences were observed in proportions of drug abuse, sexual immorality and failure to complete assignments.
This data implied that absenteeism and lateness impacted negatively on pupils’ academic performance since most of them missed classes. This was a weakness in the Head teacher’s management of human resource by failing to curb this vice.

4.12.4 Causes of indiscipline in the school

Table 4.17 – Causes of indiscipline in schools

<table>
<thead>
<tr>
<th>Causes of indiscipline in the school</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Lax administration</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Peer influence</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>drug abuse</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mass media</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Irresponsible parenthood</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Weak guidance and counseling</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

The causes of indiscipline among pupils’ were also analyzed. Peer influence was the main cause among pupils’ followed by irresponsible parenthood. Laxity in administration was third and finally weak guidance and counseling. Mass media was zero rated by head teachers’. The above data reveals that school administration was not proactive in handling indiscipline issues. Indiscipline is generally rampant in the schools that were sampled which are an indication of poor human resource management which significantly affected performance of pupils in national examinations as indicated in the table here below.
4.12.5 Effects of indiscipline on academic performance

Table 4.18 – Effects of indiscipline on academic performance

<table>
<thead>
<tr>
<th>Indiscipline affect academics</th>
<th>Teachers</th>
<th></th>
<th>Head teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>very negatively</td>
<td>55</td>
<td>36.6</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Negatively</td>
<td>94</td>
<td>62.7</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Not at all</td>
<td>1</td>
<td>.7</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

There was a near unanimous agreement between Head teachers and teachers that discipline affected academic performance but of concern is that we had more teachers by 4.3% believing that indiscipline affected academic performance negatively than Head teachers’ given that the same head teachers are supposed to maintain school discipline. In order to bring about desired outcomes in schools, disciplined, motivated and committed human resource, a head teacher needed to involve all school stakeholders to put in place policies for promoting discipline in the school.
4.12.6 Percentage of in-service training attendance by Head teachers

Table 4.19 – Head teachers attending in-service courses

<table>
<thead>
<tr>
<th>Percentage of attendance</th>
<th>In-service training</th>
<th>Regularly</th>
<th>Rarely</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching staff attendance to in-service courses</td>
<td>20</td>
<td>55</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Seminar attendance</td>
<td>15</td>
<td>65</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>KEMI courses</td>
<td>50</td>
<td>30</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>28.33%</td>
<td>50%</td>
<td>21.67%</td>
<td></td>
</tr>
</tbody>
</table>

The table above shows the proportions of Head teachers attending the above shown courses meant to update their knowledge, skills and attitudes for effective and efficient management of schools. Averagely 28.33% of Head teachers attended these courses, 50% of them rarely attended the same and 21.67% of Head teachers admitted never attended these courses. This implied that KCPE performance was below average because of Head teachers’ generally not updating their managerial skills. T.S.C to take initiative of organizing for the above courses.
4.12.7 Percentage of in-service training attendance by teachers

Table 4.20 – Teachers attending in-service courses

<table>
<thead>
<tr>
<th>Percentage of attendance</th>
<th>In-service training</th>
<th>Regularly</th>
<th>Rarely</th>
<th>Not at all</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching staff attendance to in-service courses</td>
<td>23</td>
<td>52</td>
<td>25</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Seminar attendance</td>
<td>18</td>
<td>63</td>
<td>19</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>KEMI courses</td>
<td>46</td>
<td>32</td>
<td>22</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>29</td>
<td>49</td>
<td>22</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The data shows great disparity in teacher’s professional development in updating their knowledge, skills and attitude. 22% of teachers’ who didn’t attend these courses is a worrying trend in that it directly affected pupils’ academic performance.

4.12.8 The number of INSETs attended by teachers per year

Table 4.21 – Number of INSETs attended by teachers per year

<table>
<thead>
<tr>
<th>The number of INSETs per year</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>45.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

The table above shows the number of INSETs attended by teachers. It shows great disparity in professional development and this affected pupils performance.
4.12.9 School feeding programme

Table 4.22 – School feeding programme

<table>
<thead>
<tr>
<th>Response</th>
<th>Yes</th>
<th>No</th>
<th>Not at all</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Inclusive feeding</td>
<td>25</td>
<td>60</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>Effective teachers</td>
<td>60</td>
<td>30</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

The data above indicate that the teachers’ and pupils’ welfare was not seriously taken care of and this definitely impacted on their academic performance. A hungry teacher can’t effectively deliver desirable services neither can a hungry learner acquire meaningful knowledge or skills and attitudes. This consequently contributed towards poor performance by learners at KCPE. Thurlow [2003]. Most schools lacked motivational programmes.
4.12.10 Teachers annual appraisal

Figure 4.1 – Teachers annual appraisal

Appraisals are strategies of continuous monitoring of progress in any workplace which enhance performance, but the chart above shows that it was only 57.14% of the Head teachers appraised their staff while 42.86% of the Head teachers didn’t. This raised concern on how they managed and monitored learning progress in the school. This was one of the pointers to indicate that there was poor human resource management in the schools which resulted to poor academic performance by the pupils’.
4.12.11 Meetings to discuss pupils’ academic performance

Table 4.23 – Meetings to discuss pupils’ academic performance

<table>
<thead>
<tr>
<th>Meeting to discuss pupils performance</th>
<th>Regularly</th>
<th>Rarely</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher meeting to discuss pupils performance</td>
<td>72</td>
<td>14</td>
<td>14</td>
<td>100</td>
</tr>
<tr>
<td>Teachers meeting to discuss pupils performance</td>
<td>74.7</td>
<td>8.7</td>
<td>16.6</td>
<td>100</td>
</tr>
<tr>
<td>Parents meeting to discuss pupils performance</td>
<td>54</td>
<td>39.3</td>
<td>6.7</td>
<td>100</td>
</tr>
<tr>
<td>Average</td>
<td>66.9</td>
<td>20.67</td>
<td>12.43</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table shows the proportions of teacher’s proactiveness in the school and follow-ups in the monitoring of pupils performance. This again displayed lack of proactiveness in the part of administration in monitoring and management. Generally speaking, the three groups as indicated above in the table reluctantly met to discuss issues that affected learners. It was a weakness on the part of school management. Human resource manager should create a climate in which productive and harmonious relationship can be maintained through partnership between management and other key stakeholders. Head teachers should have high commitment practices which recognize that teachers and parents are valued. They help to develop a climate of cooperation and mutual trust (Armstrong M, 2003).
4.12.12 Teachers’ opinions on school parents attending school meetings

Figure 4.2 – Parents attendance in schools’ meetings

The figure above shows the parents attendance to school meetings. Family support is one of the key elements that pupils’ need for them to perform well academically. When parents don’t attend school meetings then it means negligence on the part of the parents in terms of performing their parental duties. This can also impact negatively on pupils’ academic work. Head teachers on their part had a weakness in formulating and implementing policies regarding school parents’ role in participating in school programmes geared towards addressing issues affecting their pupils. Low attendance by parents was an indication of their negative attitudes towards their schools, Lezotte, L.(2001).
4.6.12 Pupil’s observations on Head teacher’s effectiveness in curriculum implementation

Table 4.24 – Pupils observations on head teachers’ effectiveness in curriculum implementation

<table>
<thead>
<tr>
<th>Head teachers effectiveness</th>
<th>Always</th>
<th>Rarely</th>
<th>Sometime</th>
<th>Often</th>
<th>Never</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addressing learning challenges pupils face.</td>
<td>13.6</td>
<td>40.4</td>
<td>32</td>
<td>8</td>
<td>6</td>
<td>250</td>
</tr>
<tr>
<td>Ensuring teachers attend all classes</td>
<td>8</td>
<td>44.6</td>
<td>38.4</td>
<td>5</td>
<td>4</td>
<td>250</td>
</tr>
<tr>
<td>Checking pupils work.</td>
<td>26</td>
<td>37.8</td>
<td>21.6</td>
<td>11.6</td>
<td>3</td>
<td>250</td>
</tr>
<tr>
<td>Visit classes to observe teachers teaching</td>
<td>32.8</td>
<td>24.8</td>
<td>37.6</td>
<td>2.8</td>
<td>2</td>
<td>250</td>
</tr>
</tbody>
</table>

Valid N (listwise) 250

The table above shows the head teachers effectiveness in follow ups and monitory of learning resources being used. These are key records and tools in any learning environment for the monitory of the progress by teachers and head teachers and when these records are not checked on a regular basis this raises the questions of quality and professional learning in schools which results to poor academic performance by pupils.

The above responses from learners reveal glaring weaknesses in the head teachers’ management practices which was not in conformity with Mbiti (2007) who strongly asserts that head teachers are charged with responsibility of
managing human resource and other resources to ensure attainment of school goals and objectives.

4.7 Ways financial management by head teachers influences pupils’ performance at KCPE examinations

4.7.1 Receipt of Ministry grants

Figure 4.3 – Receipt of Grants from ministry of education

The figure above shows that 85% of the schools received ministry grants while only 15% said they didn’t receive any grant from the ministry. This means that most of the schools in the area received financial support from the ministry of education which can enable the school to acquire basic needs.
4.7.2 The level of transparency in the management of school funds rated by teachers

Table 4.25 – level of transparency in financial management by head teachers

<table>
<thead>
<tr>
<th>Level of transparency in schools</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>High</td>
<td>72</td>
<td>48</td>
</tr>
<tr>
<td>Low</td>
<td>54</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

The level of transparency was analyzed as shown above. The point of concern is a significant minority who said transparency is low at 36%. This begs the question how budgeting done, procurement and balance sheet were prepared. Absence of transparency in financial matters raises suspicion, negative attitudes as well as lowering moral among the stakeholders. The data reveals that there was low level of transparency. This implies that all relevant stakeholders were not involved in the procurement process. This could lead to either mismanagement or misappropriation of public funds, Table 4.30 reveals that 525 of teachers viewed that inadequate teaching materials was a major cause of poor performance at KCPE. Inadequacy of teaching materials could be caused by mismanagement of finances by head teachers as chief accounting officers.
4.7.3 Challenges encountered in managing public funds as viewed by Head teachers.

Table 4.26 – Challenges in financial management by head teachers

<table>
<thead>
<tr>
<th>Encounter challenges in funds</th>
<th>Yes</th>
<th>No</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenges in managing Ministry funds</td>
<td>95</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

The data above reveals that 95% of the head teachers admitted to have had difficulties in writing books of accounts and other challenges related to financial management. Management of school funds is a crucial management practice. This implies that procurement procedures are not strictly followed and this consequently affects allocation of teaching/learning resources and school programme that requires funds, Lezotte (2001).

4.7.4 Collection of DEB funds by pupils affects their class attendance

Table 4.27 – Effect of DEB funds on pupils performance

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>No</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers’</td>
<td>95</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Teachers’</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

The data above shows the proportions of both head teachers and teachers on their views on negative impact of DEB funds collection on pupils performance. According to these data, pupils are always sent home to get these funds. This
implies that this was one of the causes of high rate of absenteeism and lateness among the pupils in schools. This consequently affected their class attendance and academic performance. It seems there were no clear policies agreed upon between school management and parents on the mode of paying school levies. This is not inline with Lezotte (2001) who observed in his studies that in effective schools, parents understand and support the basic mission of the school and are given opportunities to play important roles in helping school to achieve its mission.

4.8 The extent to which head teachers’ teaching/learning resource management influences pupil’s performance at KCPE examinations.

4.8.1 Management of teaching/learning resources

Table 4.28 – Availability of instructional materials

<table>
<thead>
<tr>
<th>Availability of Teaching/Leaning materials</th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text books</td>
<td>10</td>
<td>66.7</td>
<td>23.3</td>
<td>100</td>
</tr>
<tr>
<td>Exercise books</td>
<td>20.7</td>
<td>65.3</td>
<td>14</td>
<td>100</td>
</tr>
<tr>
<td>Teachers reference books</td>
<td>10</td>
<td>64.7</td>
<td>25.3</td>
<td>100</td>
</tr>
<tr>
<td>Availability of charts</td>
<td>4.7</td>
<td>41.3</td>
<td>54</td>
<td>100</td>
</tr>
<tr>
<td>Library books</td>
<td>8</td>
<td>35.3</td>
<td>56.7</td>
<td>100</td>
</tr>
<tr>
<td>Black books</td>
<td>18</td>
<td>71.3</td>
<td>10.7</td>
<td>100</td>
</tr>
<tr>
<td>radios</td>
<td>5.3</td>
<td>14.7</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Maps</td>
<td>3.3</td>
<td>42</td>
<td>54.7</td>
<td>100</td>
</tr>
</tbody>
</table>
Learning materials form one of the schools’ assets that enhance pupils’ foundation in the school for better performance in final examinations.

This indicates that despite most of the schools receiving grants from the ministry of education most of the learning materials were not available in schools. This begs the question how was the money used when most essential items were not available in schools.

This triggers the thinking of mismanagement of schools funds by head teachers which results to insufficient learning materials hence the pupils’ perform poorly academically in their final examinations.

4.8.2 Head teacher visited classes to supervise teaching

Figure 4.4 – Head teachers visitation to classes

Head teachers' visitation to classes

- Yes
- No

Head teachers monitor in school is very important as it keeps all staff proactive in their duties. 43% of head teachers did not supervise effectively their teaching
staff. This showed head teacher’s laxity in the supervision of school learning activities. In any institution supervision is key but when it lacks poor results are likely to be realized.

### 4.8.3 Management of teacher’s professional records as rated by teachers

#### Table 4.29 – Management of teachers professional records by head teachers

<table>
<thead>
<tr>
<th>Head teachers checking the following;</th>
<th>Descriptive Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weekly</td>
</tr>
<tr>
<td>Lesson plans</td>
<td>64</td>
</tr>
<tr>
<td>Records of work</td>
<td>16.7</td>
</tr>
<tr>
<td>Schemes of work</td>
<td>15.3</td>
</tr>
<tr>
<td>Pupils exercise books</td>
<td>44</td>
</tr>
<tr>
<td>Pupils progress records</td>
<td>24</td>
</tr>
<tr>
<td>Class attendance</td>
<td>28.7</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td></td>
</tr>
</tbody>
</table>

The table above shows the teachers’ responses on their teachers effectiveness in checking vital records in classes and monitoring school progress.

From the statistics above from teachers responses, there was a general indications that most of the records were inadequately checked and the interval of checking raises a concern to the researcher since most of the records are supposed to be checked thoroughly on regular basis but from the study there were records that were very critical in schools that were checked after a year and others were never checked. Examples being Lesson plans, Records of work, Schemes of work, Pupils exercise books, Pupils progress records and Class attendance. To the
researcher such actions could contribute largely to pupils’ poor academic performance since there was no follow up of their work in classes.

4.8.4 Causes of poor academic performance by pupils as rated by teachers.

Table 4.30 – Cause of poor performance by pupils

<table>
<thead>
<tr>
<th>Causes of poor academic performance by pupils’</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate teaching materials</td>
<td>84</td>
<td>52.7</td>
</tr>
<tr>
<td>Inadequate teaching staff</td>
<td>34</td>
<td>26</td>
</tr>
<tr>
<td>Poor school management</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Poor attitudes by parents</td>
<td>14</td>
<td>9.3</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

According to teachers views, the causes of poor academic performance by pupils included inadequate teaching materials, inadequate teaching staff and poor school management and poor attitudes by pupils. This is a clear indication that pupils’ poor academic performance was largely attributed to school management. (Nwagwu, 1978) and (Ogunsaju, 1980) maintained that the quality of education that children receive bears direct relevance to the availability or lack therefore of physical facilities and overall atmosphere in which learning takes place.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introductions

This chapter presents a summary of the study, conclusion and recommendations that are based on the research findings.

5.2 Summary of the research

The purpose of this study was to determine the influence of head teacher’s management on pupil’s performance at KCPE in Teso North district. The study aimed at achieving the following specific research questions:

i) To what extent do head teachers’ human resource managing practices influence the performance of pupils at KCPE in public primary schools in Teso North District?

ii) How do head teacher’s financial management strategies influence performance of pupils at KCPE?

iii) To what extend does the management of teaching/learning materials by head teachers influence the performance in KCPE?

The literature review was organized under the following headings; Human resource management and pupils performance, financial resource management and pupils performance, and teaching/learning resource management and KCPE performance, summary of literature review, theoretical framework and conceptual framework.
The study was descriptive survey design and the targeted population was 67 head teachers 536 teachers and 2771 pupils. Giving a total of 483 from 67 public primary schools. Three different questionnaires were used as instruments for collecting data, one for head teachers, the second one for teachers and the third for pupils. To determine reliability for the instrument, a test-retest method was used. Chapter four entailed analysis presentation and interpretation of the data. The raw data from the field was coded and analyzed using Statistics Package For Social Sciences (SPSS) where descriptive statistics such as frequencies and percentages were used to describe data.

5.3 Summary of the findings
The research had three objectives. The first objective was to establish the extent to which the head teachers management of human resource influences pupils performance at KCPE. The findings of this objective reveal that it is the head teachers to apply the best management practices pertaining to human resource managements. The head teacher’s influence is exercised through actions and deeds that express the vision of the school and through his management styles and values. The findings reveal that the head teacher has authority over his/her staff. This concurs with the literature reviewed on the influence of the head teachers management of human resource on pupils performance at KCPE. However the findings of this study reveal that head teachers were not effective and efficient in administering their schools. This is because there was minimal class visitation by head teachers, high level of pupils absenteeism and lateness, head teachers not
regularly attending refresher courses, or in-service courses, and school meetings by teachers and parents meant to discuss pupils’ performance were rarely held. Teachers professional records and pupils work not regularly checked by head teachers.

The second objective was to determine the ways financial management by head teachers influences pupils’ performance at KCPE. The findings of this objective reveal that the schools current and future life is based on finance. There is a great need to put in it much emphasis so as to enable the school to run effectively its academic, administrative and technical services. An effective management of finance should develop a clear budget, a consistent system of allocating resources in line with priorities, expenditure programme assessment and reward system; maintenance of expenditure controls, to ensure that resources are applied in line with policy directives and comply with expenditure limits, creation of governance structures that guarantee transparency and formulation of realistic resource contained plans to guide decision making throughout school. Effective management of find the school system enables the head teacher to manage, monitor, supervise and support teachers in their services to ensure provision of high quality services. However, the findings of this study reveal that head teachers encountered challenges such as inability to write books of accounts and the mode of collecting school funds contributed towards rampant pupils absenteeism and lateness. 36% of teachers expressed their dissatisfaction in school financial management. There was low level of transparency. This consequently affected
acquisition of school teaching and learning materials. It therefore influenced poor performance at KCPE.

The third objective was to establish the extent to which head teacher’s teaching/learning resources management influences pupils’ performance at KCPE. The findings of this objective was that teaching and learning resource management is an integral part of the overall management of the school. Actualization of predetermined goals and objectives require provision of adequate and appropriate instructional materials. This is because there is a direct relationship between provision and utilization of quality teaching/learning and resources and quality outcome of the school. However, the findings of this study reveal that head teachers were ineffective in the management of school instructional materials. 52% of teachers attributed poor academic performance by pupils to inadequate instructional materials and poor school management. Head teachers level of transparency in financial matters was only 36%. Inadequacy of instructional materials is correlated to low transparency.

5.4 Conclusions
In view of the results of this research it would appear that the presence of an effective, efficient and proactive head teacher in a school influences the academic success. He or she is responsible for everything that goes on in the school from curriculum and instruction to infrastructure. Being the overall administrator he or she can influence the performance of those people he supervises. Hence head
teachers need to acquire and apply the best human, finance and teaching/learning resource management practices so as to be able to improve school performance. This calls for them to attend refresher courses regularly, facilitate partnership with parents through the Boards of Management to support school programmes, funded by parents. Head teachers have to involve all relevant stakeholders in the procurement of school items. This enhances trust and confidence in the donors.

5.4 Recommendations
The recommendations are as follows:

i. Board of Management and school administrators should bring school parents on board to sensitize and educate them on their specific parental responsibility in regard to education offered at school so as to enhance discipline among pupils and cooperation among school parents.

ii. Board of Management should seriously address the issue of understaffing by recruiting qualified personnel as per TSC Act (2012). TSC on the other hand should employ more teachers.

iii. Ministry of Education should organize and conduct regular professional courses, seminars and in-service courses offered by KEMI for teachers to develop their skills as well as management of schools. An assessment should be carried out in these schools to determine its impact on both teachers and pupils. Effective implementers of Ministry’s policies should be rewarded by commendation or promotion.
iv. Teacher’s in-charge of guidance and counseling are adequately trained so as to provide effective and professional services to learners.

v. Instructional supervision by head teachers need to be carried out regularly, appraisal of teachers should be done annually to identify their needs and finally teachers’ records and pupils work to be checked regularly.

5.5 Recommendations for further research

i. In order to realize reliable upward trend in KCPE results in the districts, further research should be conducted on school based factors that affect pupils’ academic performance.

ii. Research on school parents’ characteristics and their influence on pupils’ performance at KCPE examinations.

i. This research study was conducted in one district in Busia County. Similar studies should be done in other districts so as to ascertain the findings of this study to enable generalization of the same.
REFERENCES


APPENDIX I

INTRODUCTORY LETTER

University of Nairobi
Department of Educational Administration and Planning
P.O Box 30197
NAIROBI
Date:…………..

The Head teacher,

Dear Sir/Madam,

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a postgraduate student at the University of Nairobi. I am carrying out a research on the topic “Influence of Head teacher’s Management Practices on Pupil’s Performance in KCPE in Teso North District Kenya.” I am therefore asking for permission to administer questionnaires to you, your teachers and pupils. Responses elicited are strictly for this study and your identity will remain confidential.

Thanking you in advance.

Yours faithfully,

GODFREY MAKUTO OMAMBE
APPENDIX II

QUESTIONS FOR HEAD TEACHERS

This research is based on influence of Head teachers Management practices on pupils’ academic achievement in KCPE in Teso North District. The purpose of this questionnaire is to gather information about your perception regarding your performance as the head of the school to be used for the above study. Kindly do not write your name or the name of your institution. Your identity will remain confidential.

You are humbly asked to indicate the correct choice as honestly as possible by putting a tick against one of the choices provided. Space is provided for you to give your opinion on question that require the same.

Part 1: Background Information

1. What is your sex?  Female  Male

2. What is your age bracket?  a) 25-35  b) 36-45  c) More than 46

3. What is your highest academic qualification?
   a) M.ED  b) B.ED  c) Diploma ATS  d) P1

4. Any other (Specify)____________________

5. What is your teaching experience bracket?
   a) 1-5  b) 36-45  c) More than 46  d) More than 16

6. How long have you served as a head teacher?
   a) 1-5  b) 6-10  c) 11-15  d) More than 16
7. How long have you served in this School? ____________

8. How many schools have you served as a head teacher? _________________

9. Which category of school would you prefer heading and why?
   a). Pupil’s enrollment less than 100
   b). Pupil’s enrollment between 100 and 500
   c). School with enrollment between 500 and one thousand
   d). Pupils enrollment more than 1000

**Part 2: Information about the School**

10. When was this school started? __________

11. Sex of pupils   Male   Female

13. Indicate Enrollment per class as shown in the table below

<table>
<thead>
<tr>
<th>Class</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. How many trained and qualified teachers do you have in your school?

   Males   
   Females  

   

64
15. How many untrained teachers do you have on your staff?

Males [ ]
Females [ ]

16. Is your school boarding or day public school? _____________

17. Do you have an inclusive feeding programme in your school?

Yes [ ]
No [ ]
Not all [ ]

18. Do you have an effective teachers’ feeding programme?

Yes [ ]
No [ ]
Not all [ ]

Part 3: Information about pupil’s achievement in KCPE examination since 2008.

19. Please, indicate in the table drawn below the schools mean scores in KCPE examinations since 2008

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>M/S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deviation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part: Influence of Human Resource Management on pupils academic achievement

20; What is the level of teaching and non-teaching staff as indicated below?

<table>
<thead>
<tr>
<th></th>
<th>Very Adequate</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support staff</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21. Which of the following indiscipline cases are rampant in your school? Tick against your option

- Destruction of property
- Absenteeism
- Negligence of duty
- Lateness
- Sexual immorality
- Drug abuse
- Sneaking out of school
- Failure to complete assignment

22. What is your opinion about the cause of this indiscipline in your school? (Tick all that apply)

- Drug abuse
- Weak guidance’s counseling
- Mass media
- Peer Influence

23. Which one is the most serious indiscipline case in your school?

How does the state of indiscipline affect academic performance in your school?

- Very negatively
- Negatively
- Not at all

24. How often do you attend in service courses?

- Termly
- Yearly
- Not at all
25. How often does the teaching staff in your school attend the following

<table>
<thead>
<tr>
<th></th>
<th>Termly</th>
<th>Yearly</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>In service courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KEMI. Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

27. How many school INSETs do you conduct annually in your school?_____

Part 5. Influence of financial management on academic performance

28. Do you receive grants from the Ministry of Education?
   Yes  No

29. Do you encounter challenges in managing these funds?
   Yes  No

30. Does the mode of collecting DEB funds from parents affect pupils' academic performance? Yes  No

Thanks a lot for your cooperation.
APPENDIX III

QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to gather information regarding your professional perception on the influence of the head teachers’ management practices on pupils’ achievement in KCPE in primary schools in Teso North District. Kindly do not write your name or the name of your school your identity will remain confidential

Part 1: Influence of Human Resource Management on academic achievement

1. What is your sex? Male ☐ Female ☐

2. How old are you? ______________________

3. What is your highest academic qualification?

   a) M.Ed ☐ b) B.Ed ☐ c) Diploma ATs ☐ d) P1 grade ☐

   Any other (specify) ______________________

1. Do you have enough staff as shown below?

   Teaching staff Yes ☐ No ☐

5. What is the level of discipline in your school?

   

<table>
<thead>
<tr>
<th>Very high</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching staff</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Pupils</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
6. Which forms of indiscipline from the list below are common in your school? Tick appropriate option

- Drug abuse
- Sneaking out of school
- Lateness
- Absenteeism
- Truancy
- Failure to complete assignment

7. What is your opinion on the causes of indiscipline in your schools as indicated below? Tick the appropriate option

- Proactive administration
- Alcoholism
- Media influence
- Weak guidance and counseling
- Irresponsible parenthood

8. Which form of indiscipline given is rampant in your school? ________________

9. Does indiscipline affect your academic performance?

- Very negatively
- Negatively
- Not at all

10. How often do teachers in your school attend the following:

- Regularly
- Rarely
- Not at all

- In service courses

11. Does your head teacher appraise you annually?

- Yes
- No

12. How often does your head teacher meet you to discuss pupils’ performance in your class?

- Regularly
- Rarely
- Never

13. How often do teachers meet to discuss pupils’ academic performance?

- Regularly
- Rarely
- Not at all

14. How often do pupils’ parents meet at school to discuss pupils’ academic performance?

- Regularly
- Rarely
- Not at all

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15. How do you rate school parent’s attendance in schools meetings?

V. good ☐ Good ☐ Satisfactory ☐ Poor ☐

Part 2: Influence of financial management on academic performance

16. Does the school charge schools’ levies authorized by legal bodies?

Yes ☐ No ☐

17. Does the collection of these levies by pupils affect their academic performance?

Very negatively ☐ Negatively ☐ Not at all ☐

18. What do you say about the level of transparency and accountability of school funds? Very high ☐ High ☐ Low ☐ Very low ☐
**Part 3. Influence of management of teaching and learning resources on academic achievement**

19. Rate the teaching and learning resources in your school by ticking in the appropriate space provided

<table>
<thead>
<tr>
<th>Teaching and learning Resources</th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupils Exercise book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers Reference Books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blackboard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. Has the head teacher ever visited you in the classroom to supervise your teaching?

Yes ☐ No ☐

If yes, how often are you visited in a term? Thrice ☐ Twice ☐ Once ☐
21. How often does your head teacher check the following records?

<table>
<thead>
<tr>
<th></th>
<th>Weekly</th>
<th>Monthly</th>
<th>Termly</th>
<th>Yearly</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schemes of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil’s exercise books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupils progress record</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class attendance registers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22. According to you what is the main cause of poor KCPE performance in the district?
   i. ________________________________

Do you think head teacher management practices contribute to poor KCPE performance? ________________________________

Thanks
APPENDIX IV

QUESTIONNAIRE FOR PUPILS

1. What is your sex?  Female □  □ male

2. What is your class? □

3. Is performance in your school good or poor?  Good □  Poor □

4. If it so, why ______________________

5. How often does your head teacher carry out the following duties as indicated below in the table?

<table>
<thead>
<tr>
<th>Head teacher addressing Learning challenges facing pupils</th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Termly</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers attending to all classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head teacher checking pupils work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visits classes to observe teachers teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX V

MINISTRY OF EDUCATION

Telephone: (055) 54075
E-MAIL: deotesonorth@yahoo.com
When replying please quote

DISTRICT EDUCATION OFFICE
TESO NORTH DISTRICT
P. O. BOX 42
AMAGORO

Ref.: TSO/ED/1/1/VOL.4./220 Date: 22ND July, 2013

To
The Headteachers
Public Schools
TESO NORTH SUB COUNTY

RE: PERMISSION TO VISIT YOUR SCHOOL: GODFREY M. OMAMBE
ESS/61781/2011.

Referance is hereby made to a letter from the National Council for
Science and Technology about research authorization and dated
16/7/2013.

This office has granted Godfrey permission to carry out a research on
“Influence of Headteachers’ management practices on pupils’
performance at Kenya Certificate of Primary Education
Examinations in Teso North District Kenya.’

Kindly accord him all the necessary assistance.

DISTRICT EDUCATION OFFICER
TESO NORTH DISTRICT

GENETRIX AMATHA (Mrs)
District Education Officer
TESO NORTH SUB-COUNTY.
THIS IS TO CERTIFY THAT:

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

Godfrey Makuto Omambe

of (Address) University of Nairobi

P.O. Box 92-0902, Kikuyu.

has been permitted to conduct research in

Teso North Location

District

Busia County

on the topic: Influence of headteachers' management practices on pupils' performance at Kenya Certificate of Primary Education Examination in Teso North District, Kenya.

for a period ending: 30th September, 2013.