INFLUENCE OF PRINCIPALS’ ADMINISTRATIVE STRATEGIES ON STUDENTS’ KENYA CERTIFICATE OF SECONDARY EDUCATION PERFORMANCE IN MATHIOYA DISTRICT, KENYA

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A Research Project Submitted for Examination in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Educational Administration

University of Nairobi

2013
DECLARATION

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

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I dedicate this work to the fond memories of my late husband Gabriel Kariuki Waithaka and to our children John, Cosmas and Medrine.
ACKNOWLEDGEMENTS

This study was made possible through assistance and dedication of many people. I wish to sincerely register my gratitude to the almighty God who through good health and provision of time and resources enabled me to pursue my studies and complete this research project. My humble and sincere thanks go to my project supervisors Dr. Ibrahim Khatete and Dr. Phylisters Matula, for their professional guidance and encouragement. My sincere thanks to my late husband Gabriel Kariuki Waithaka for his love and affection and to my children John, Cosmas and Medrine for their unwavering support as I forged ahead.
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<tr>
<td>DC</td>
<td>District Commissioner</td>
</tr>
<tr>
<td>DEE</td>
<td>Department for Education and Employment</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>GMRE</td>
<td>Global Monitoring Report on Education</td>
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<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NCST</td>
<td>National Council of Science and Technology</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>UNESCO</td>
<td>United Nations Education Science and Cultural Organization</td>
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ABSTRACT

The purpose of this study was to investigate the influence of headteachers' administrative strategies on students' academic performance in Kenya Certificate of Secondary Education (KCSE). Four research questions were formulated to guide the study. The objectives were to determine how the principals’ strategy on ensuring adequate staffing levels influence students’ performance in KCSE; establish the extent of principals’ strategy on provision of teaching learning resources on students’ performance in KCSE; assess how principals’ strategy on facilitation of teachers’ development affect students’ performance in KCSE and lastly establish principals’ strategy on creation of enabling environment on students’ performance in KCSE. The study employed descriptive survey design. The sample comprised of 8 principals and 85 teachers. This study used questionnaires to collect data from principals and teachers. Data were analysed by use of qualitative and quantitative techniques. The key findings were that principals’ strategy on ensuring adequate staffing levels affected students’ performance in KCSE. Schools had inadequate teachers; that principals’ strategy on provision of teaching learning resources influenced students’ performance in KCSE. Principals indicated that the classrooms were not adequate, schools did not have adequate text books, schools did not have adequate playground, and schools did not have adequate laboratories and libraries. Principals indicated that textbooks and playground in their schools were not adequate. It was also revealed that principals’ strategy on facilitation of teachers’ development influenced students’ performance in KCSE. Findings also revealed that principals’ strategy on creation of enabling environment influenced students’ performance in KCSE. This was revealed by the principals who indicated that they enabled a conducive environment for students very often. Based on the findings, the researcher concluded that principals’ strategy on ensuring adequate staffing levels affected students’ performance in KCSE. The researcher also concluded that strategy on provision of teaching learning resources influenced students’ performance in KCSE. The study concluded that schools did not have adequate resources which affected performance in the schools. The conclusions were that principals’ strategy on facilitation of teachers’ development influenced students’ performance in KCSE. The study also concluded that principals’ strategy on creation of enabling environment influenced students’ performance in KCSE. The study recommended that principals should ensure there are adequate staffing levels so that teaching and learning can be effective and hence improved academic performance. Secondary school principal should ensure that there is adequate provision of teaching learning resources to enhance students’ academic performance. Principals should seek ways of facilitating teachers development which will equip them with skills that will enhance students’ academic performance and lastly principals should ensure that they create enabling environment to facilitate teaching and learning which will eventually lead to improved academic performance.
CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is one of the largest sectors that nations have greatly invested in (United Nations Education Science and Cultural Organization [UNESCO], 2005). Education in all forms has been one of the most important concerns of human societies. A report by World Bank (2001) states that, secondary education is crucial for economic growth since it provides countries with human skills and knowledge needed for economic growth. Secondary education increases further learning and training for professionals such as technicians, scientists and entrepreneurs. Secondary education yields considerable private returns offering young people the chance to acquire attitudes and skills that are likely to be developed in primary grades (World Bank, 2001).

The key stakeholders are teachers, head teachers and other supporting staff, who contribute directly to school improvement. However, the overall responsibility for a school’s effectiveness in secondary education is associated with the commitment and efficiency of the head teacher. Therefore, it can be asserted that their role is pivotal in maintaining and raising the standard of education (Bayrak, 2001).

Human resource management is concerned with the people’s dimension in management. Specifically, it is a process consisting of four functions; acquisition,
development, motivation and maintenance of human resources. Khan (2005) defines personnel management as the effective mobilization of human resources based upon appropriate recruitment, selection, training and placement of an appointed staff in order to achieve the set goals and objectives. In the same vein, Ayaji (2002) perceived personnel management as an important management function concerned with obtaining, developing and motivating the human resources required by an organization to achieve its objectives.

In the educational system, headteacher is central figure. Thus, no educational system may rise above the quality of its headteacher (FRN, 2004). A study by Iravo (2002) in Belgium found that in-training was an essential factor in contributing to students’ performance. According to Ogunsaju (2006), personnel management is the effective mobilization of human resources based upon appropriate recruitment, selection, training and placement of appointed staff in order to achieve the organisational set down goals and objectives. It could also be defined as the effective utilization of human resources in an organization through the management of people and related activities (Ololube, 2006).

Megginson (2002) described personnel management as people working together to find, interpret and achieve the objectives of the organization by applying different functions like planning, organizing, staffing, relationship among different stakeholders, leading and controlling. Personnel management is a critical component in education in enhancing quality (Orubuloye, 2006). The personnel
management of the headteacher or principal helps to make or mar the school. It is their skills which helps in the management of teaching staff, affects the learning of the students and thus effects the overall environment in the school.

Okumbe (1998) asserts that the product of a school is judged by the way its past students perform in society. This is because good performance is necessary for selection and placement of students in institutions of higher learning and for jobs in various firms and organizations. The quality of education tends to be evaluated in terms of the number of students passing national examinations. The most outstanding factor has to do with the organizational management of schools. For instance, Rutter, Maugham, Mortimer and Smith (2009) and Wekesa (2003) note that to improve students’ performance headteachers are required first to be effective personnel managers. This can be done by setting a clear vision for the schools and communicate this vision to students, support its achievement by giving instructional leadership, provision of resources and being visible in every part of the institution.

Khawanja (2002) describes the headteacher as the keeper of keys, the director of transportation, the coordinator of correspondence, the quartermaster of stores, the divisor of intricate schedules, the publisher of handbooks, the director of public relations and the instructional leader. Therefore the role he plays in a school largely affects academic performance of the learners. Makotsi (2004) asserts headteachers are people who “walk ahead” and are committed to deep changes in
themselves and their schools. The delivery of education in any country depends on its teachers and as such the quality of improvement of that education hinges on the role played by competent teachers. In view of the competence, moral and enthusiasm of the teacher should continue being improved in the ever changing schools internal environment (Kibe, 1994; and Balkadha 2004).

According to Okumbe (1998) education in Kenya is highly result oriented. Good performance in Kenya Certificate of Secondary Education (KCSE) Examination is very important for admission into competitive public and private colleges and also universities. Eshiwani (1993) states that the quality of education tends to be evaluated in terms of the number of student’s passing national examinations. A strategy is a long term plan of action designed to achieve particular goals. These are plans that need decision making. To achieve the goal of improved performance, headteachers need to have strategies.

Hawthorne studies stated in Weller and David, (2004) describe that personnel management affects the quality and quantity of employees output. Teachers who enjoy their relationship with their headteachers are more productive than those who do not like their headteachers. Headteachers management of personnel in the school is associated with many aspects which include providing enabling environment, provision of teaching and learning resources, provision of adequate teachers and facilitating staff development. These aspects have an influence on students’ performance. Studies about student academic performance and
personnel management strategies conclude that the quality of the physical environment significantly affects student achievement (Weller & David, 2004).

Kamotho (1981) asserted that the net results of secondary schools expansion was lack of teachers, inadequate grants and overcrowding due to lack of adequate physical facilities such as classroom, dormitories and laboratories (Daily Nation 9th October 1981:6). Although school administration involves many stakeholders, it is the school headteacher who is the chief executive and therefore answerable to all.

Any organisation that does not plan for its human resources will often find that it is meeting neither the personnel requirements nor its over-all goals effectively (Stoner, 2006). For schools to achieve high performance in the public examinations headteachers who are personnel managers must put in place personnel management strategies. They should for example provide qualified teachers, they should provide the required teaching learning resources for the teachers, and they should provide enabling environment and having effective communication between the headteachers and the teachers.

The school principal is the most important person in a school setting. As the chief executive of a school, he/she is charged with the responsibility of managing the day to day affairs of the institution, and ensuring that all members of the school community are moving in the right direction. A prime task of school heads is to exercise leadership of the kind that results in a shared vision of the directions to
be pursued by the school, and to manage change in ways that ensure that the school is successful in realizing the vision. In a world of increasingly rapid change, what is the terra firma on which a robust concept of the headteacher as a leader and manager of change can be built? Sullivan and Glanz (2000) have proposed that the profession should adopt school improvement as its centre of gravity. This means that the headteacher, in making school-related decisions, should always have school improvement in mind.

A key role of the headteacher is to ensure that each of the elements that contribute to improved student learning outcomes is present, working effectively and in alignment with all other elements (Hill, 2006). This means that the headteacher is thus, as it were, the chief architect of the school, the one who has the overview of systems, processes and resources and how they combine to produce intended student learning outcomes. The problem of poor performance in examinations is costly for any country since education is a major contributor to economic growth (Atkinson, 2007). Performance in national examinations in secondary schools in Mathioya district is poor vis a vis the other districts in Murang’a county. The performance of the district in national examinations between the years 2007-2011 is presented in table 1.1.
Table 1.1

KCSE Mean grade in Mathioya and the adjacent districts

<table>
<thead>
<tr>
<th>District</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tr>
<td>Murang’a East</td>
<td>5.2</td>
<td>5.1</td>
<td>4.8</td>
<td>4.6</td>
<td>5.1</td>
</tr>
<tr>
<td>Kangema</td>
<td>5.6</td>
<td>5.8</td>
<td>4.7</td>
<td>4.8</td>
<td>5.4</td>
</tr>
<tr>
<td>Kahuro</td>
<td>4.9</td>
<td>5.0</td>
<td>4.5</td>
<td>4.6</td>
<td>5.1</td>
</tr>
<tr>
<td>Mathioya</td>
<td>4.7</td>
<td>5.3</td>
<td>4.3</td>
<td>4.1</td>
<td>5.2</td>
</tr>
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</table>

Source: Muranga county Examinations analysis (2012)

From this information Mathioya District has been performing poorly for the last 5 years compared to its adjacent districts. While some schools consistently perform well in KCSE, others seem to perform poorly year in year out. Even among schools that perform poorly, some record improved performance from one year to another, while others record decline in performance. Yet all schools set their academic goals aimed at improving academic performance. What is not clear is the strategies that school leadership employ to meet school academic goals.

1.2 Statement of the problem

The increasing rate of expansion of education in Kenya, progress in secondary sector has been accelerated by demand for education. Therefore, with this expansion there is increased demand for qualified, competent and effective school administrations. The complexities in education management and growing curricular, demands that the principals, their deputies and teachers need to be well
equipped with appropriate knowledge, skills and attitudes in order to play their role effectively. Poor performance in the district has persisted despite the fact that the schools in the district have adequate and well trained teachers, fairly well qualified pupils from primary schools, trained and qualified headteachers. This study therefore seeks to establish the influence of principals’ administrative strategies on students’ academic performance in KCSE examinations.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of principals’ administrative strategies on students’ academic performance in KCSE.

1.4 Objectives of the study

The study aimed at achieving the following research objectives

   i) To determine the influence of adequate staffing on students’ performance in KCSE
   
   ii) To establish the influence of principals’ provision of teaching learning resources on students’ performance in KCSE
   
   iii) To assess how principals’ facilitation of teachers’ development influenced students’ performance in KCSE
   
   iv) To establish the influence of principals’ strategy on creation of enabling environment on students’ performance in KCSE.
1.5 Research questions

The study was guided by the following research questions

i. How do principals’ ensuring adequate staffing influence students’ performance in KCSE?

ii. How do principals’ provision of teaching learning resources influence students’ performance in KCSE?

iii. In what ways do principals’ facilitation of teachers’ development influence students’ performance in KCSE?

iv. How do principals’ provision of enabling environment influence students’ performance in KCSE?

1.6 Significance of the study

The study sheds light on how administrative tasks by the headteachers may be used by schools to improve academic performance of students. The study also provides the Ministry of Education (MoE) and other stakeholders with the necessary data that can be used for resource allocation and policy changes with regard to the secondary education in Kenya.

1.7 Limitations of the study

One of the limitations of the study is that the study relied on the responses of headteachers and teachers. The respondents may have given socially acceptable responses for fear of victimization. Mulusa (1990) noted that at times,
respondents might give socially accepted answers to avoid offending the researcher. To counteract this scenario the researcher created rapport with the respondents and explained to them the need for the study. She also assured them confidentiality of their identities.

1.8 Delimitations of the study

Though there are many administrative strategies, the study delimited itself on the personnel administrative strategies. These variables were not to be controlled in the study. The study sought information from the headteachers and teachers. The study was carried out in public secondary schools in Mathioya district. This may not be a true reflection of other regions in the country since learning environment and resources differ in terms of regions. The findings should therefore be generalized to other areas with caution.

1.9 Assumptions of the study

The following were the assumptions of the study:

i) The study assumed that there is actually a relationship between the personnel management strategies and students’ KCSE results in public secondary schools of Mathioya district.

ii) The study also assumed that the respondents would co-operate and give accurate information as required by the questionnaire and that the necessary data required for comprehensive conclusions to this study was to be readily available.
1.10 Definition of terms

The following are the significant terms of the study.

**Examination** refers to written exercises, oral questions, or practical tasks, set to test a candidate’s knowledge and skill

**Head Teacher** refers to the executive officer in a school, who has been given the authoritative power in matters concerning the administration of the school by the Teachers Service Commission (TSC). In this study term principal and head teachers are used interchangeably.

**KCSE results** refer to student grades in examinations as rated by the Kenya National Examinations Council from the highest grade A to the lowest E after Form 4.

**Performance** refers to a student’s level of achievement

**Public school** refers to a school maintained by public funds

**Strategy** refers to plan of action aimed at improving KCSE results in public secondary schools.

**Teaching and learning resources** refers to materials such as textbooks teachers’ guide, stationery and other materials that are used to facilitate the process of teaching and learning in a school.
1.11 Organization of the study

The study is organized in five chapters. Chapter one deals with the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, limitations of the study, delimitations of the study, definition of significant terms and organization of the study. Chapter two reviews literature. Chapter three deals with research methodology focusing on aspects like location of the study, research design, target population, administration of research instrument and methods of data analysis. Chapter four focuses on data analysis, presentation and it also presents the empirical outcome of the study while chapter five contains the conclusions, recommendations and areas for further research.
CHAPTER FOUR
LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review. The chapter discusses the headteachers’ personnel management on students’ performance, influence of headteachers’ provision of staff on students’ performance in KCSE, influence of headteachers’ provision of teaching learning resources on students’ performance, influence of headteachers’ facilitation of teachers’ development on students’ performance, influence of headteachers’ provision of enabling environment on students’ performance and the influence of headteachers’ communicative strategies on the teachers on students’ performance in KCSE. The section also covers the theoretical and conceptual framework of the study.

2.2 Principals’ personnel management on students’ performance

Personnel management, otherwise referred to as human resource management is concerned with the people dimension in management. Specifically, it is a process consisting of four functions-acquisition, development, motivation and maintenance of human resources. Ogunsaju (1990) defined personnel management as the effective mobilization of human resources based upon appropriate recruitment, selection, training and placement of an appointed staff in order to achieve the set goals and objectives. In the same vein, Alabi (2002) perceived personnel management as an important management function
concerned with obtaining, developing and motivating the human resources required by an organization to achieve its objectives which is improved academic performance. In an education setting, students academic performance is the major objective. In the educational system, teacher is central figure in enhancing student academic performance. Thus, no educational system may rise above the quality of its teachers (FRN, 2004).

### 2.2.1 Influence of staffing levels’ on students academic performance

Onyango (2008) emphasizes that human resource is the most important resource in a school organization. He adds that teachers comprise the most important staff in the school. However, the contribution made by other staff members such as secretaries, bursars, accounts clerk, matron, nurses, messengers and watchmen is also important in making the organisation achieve its objectives. Odhiambo (2005) observes that the most important purpose of a school is to provide children with equal and enhanced opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers. Teachers therefore need to be well managed so that they can effectively play their role of making students perform well in examinations. The head teachers’ responsibility in human resource management involves: Leading and motivating staff; delegating responsibilities effectively; and conflict management. These enable effective teaching and learning which impacts on students’ academic performance. With increased number of students, teacher students’ ratio is likely to be high, leading to increased workload for teachers.
This is likely to pose a challenge to head teachers, who are expected to ensure that the quality of education is not compromised. Since a freeze on employment of teachers went into effect, the Teachers Service Commission (TSC) has only been allowed to hire new teachers to replace those who leave the service. The country’s recommended ratio of teachers to students is one (1) to forty five (45), but many teachers are handling classes of up to 60 students. Inadequate teachers in schools increase teachers teaching load where teachers are not able to effectively teach and which ultimately leads to poor performance (Mutiira, 2004). As a human resource manager, the headteachers need to ensure that there are adequate teachers in the school for effective teaching and learning process which improves students academic performance. This includes hiring BOG teachers in cases where there are inadequate teachers.

2.2.2 Principals’ provision of teaching learning resources

The school's physical facilities or the school plant contributes an important component of the learning environment. Adequate teaching and learning resources have an impact on academic performance. The facilities include the administrative offices, classrooms, libraries, stores and the school playground. According to Bell and Rhodes (1996), these resources are important because the school uses them to advance the learning opportunities offered to the students and also help them improve academic performance. Anandu (1990) asserts that physical facilities are vital for pupils in the teaching/learning situations. Any
trace of inadequacy leads to frustration among teachers and students and negatively affects academic performance.

The availability and use of instructional materials affects the effectiveness of a teacher’s lessons. Avalos (1991) says that the quality of education the learners receive bears direct relevance to the availability or lack of instructional materials. It therefore goes that availability of instructional materials has an impact on student performance. According to The Global Monitoring Report on Education (GMRE) for All, students’ access to teaching and learning is an important factor in what and how much they learn (UNESCO 2008). Mwamwenda and Mwamwenda (1987) carried out a study to establish how the availability of physical facilities affect the students’ performance in Botswana. The study revealed that physical facilities had a direct link to the education quality measured in terms of students’ performance. This implies that the headteachers should ensure that schools have the required teaching and learning resources which impact on good academic performance.

Fullan and Miles (1992) assert that performance demands resources for teaching, for substitutes, for new materials, for new space, and above all, for time. Berman and McLaughlin (1976) found that a significant level of human resource support was important, and that student’s performance would not have been possible without proper financial support. Teaching and learning materials are critical ingredients in learning, and the intended programme cannot be easily
implemented without them. No meaningful teaching and learning takes place without adequate resource materials (Lockheed et al., 1991). The availability and quality of resource material and the availability of appropriate facilities have a great influence on students’ academic performance (Sowell, 2000).

Ajayi (1999) in a study on “relationship between teaching and learning resources availability and performance in Nigeria schools” and using 250 respondents found that no significant relationship exists between school facilities availability in Nigeria schools and students performance. It was also noted that most of the equipment, tools, and workshop facilities were either broken down or damaged or dilapidated and they are not replaced neither renovated (Puyate, 2006). The sentiments are shared by Owiny (2006) who found that most of the NFE learning centres had no physical structures; they lacked furniture, instructional materials and facilitative learning environment. This was, therefore, very de-motivating to learning and unattractive to learners hence hindered students’ performance. From the aforementioned, the headteacher needs to ensure that there are adequate teaching and learning resources in schools to facilitate learning and hence improve students’ academic performance.

2.2.3 Principals’ facilitation of teachers’ development

Generally, human resource management is that part of management, which is concerned with people at work and with their relationship within the organization. Its operations are not restricted to industry and commerce but to all fields of
human endeavours including education. Teachers play a key role mediating and passing on existing public knowledge to their students. In order to develop new understanding in school classrooms, the nature of teacher students’ discourse is important. She (2000) investigated the interplay of a teacher belief, teaching practices and gender based, student-teacher influence classrooms interaction, during learning activities. The researcher advocates that student can be made independent thinkers by facilitating opportunities for active involvement in their own learning by questioning and presenting problems for students to solve. This approach develops the students’ higher order of thinking, learning problems solving, decision making and hence excellent performance in their examination (Bolger, 2001), (She and Day, 2005).

According to Sushila (2004), the headteacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative. The headteacher should be involved in making most of the decisions of the school which includes facilitating teachers’ development. A discreet headteacher will enhance teacher development by providing opportunity for their development. The major goals of personnel training is the improvement of worker’s performance over time. Effective teacher development can increase productivity, lead to greater job satisfaction and lower turnover. It enables workers to develop better understanding of their work and provide the ability to cope with organizational, social and technological changes. Thus, the headteachers need to
facilitate their teachers’ development so as to increase efficiency. Effective teacher development has been acknowledged as a sure investment in human resource of an organization with both immediate and long-range benefits. Headteachers in effective schools therefore involve themselves in ensuring that teachers get opportunity for in-service training (Republic of Kenya, 1988).

Peters (2011) emphasized that the head teacher must be aware of the training needs for the teachers. As an instructional leader, the head teacher improves instructional program in his/her school by ensuring that teachers have the required training (Manual of Heads of Secondary Schools in Kenya, 2010).

2.2.4 Principals’ creation of enabling environment

Effective headteacher requires a number of competencies. Leithwood et al. (2004) outline three sets of core leadership practices. The first is developing people and enabling teachers and other staff to do their jobs effectively, offering intellectual support and stimulation to improve the work, and providing models of practice and support. The second is setting directions for the organization developing shared goals, monitoring organizational performance and promoting effective communication. Lastly is redesigning the organization such as creating a productive school culture, modifying organizational structures that undermine the work, and building collaborative processes.

Brueckners and Burton (2005) highlighted the huge impact that enabling environment has on teacher morale and job satisfaction and thus their classroom
performance. The key factors in the study were workload (number of pupils and
working hours), general classroom conditions, collegial and management support,
location, living arrangements and distance to work. In countries such as Ghana,
Sierra Leone and Zambia, it is noticeable that the large majority of teachers in
rural areas indicate that working conditions are ‘poor’ and ‘very poor’. While
concerted efforts are being made to improve working conditions, the daily
challenge for most teachers remains daunting (Brueckners & Burton, 2004).

Effective school leadership is mainly related to the competency, commitment and
performance of the head teacher. Performances are actions, products or processes
that can be specified and assessed, and which rely on knowledge, abilities and
skills for delivery and which have an appropriate weighting among the cognitive,
psychomotor and affective domains for the purpose (http://
www.ee.wits.ac.za/~ecsa/gen/g-04.htm accessed on 25 December, 2006). It is the
accomplishment of work assignments or responsibilities and contributions to the
organizational goals, including behavior and professional demeanor (actions and
manner of performance) as demonstrated by the employee’s approach to
completing work assignments (https://www.dp.hq.af.mil/dpp/ dppn/nsps/pr.cfm,
accessed on 26 December, 2006).

Teachers’ working conditions affect their ability to provide quality education. As
mentioned above, the condition of infrastructure, availability of textbooks and
learning materials and class sizes all influence the teacher’s experience as an
educator. Teachers’ remuneration also matters. In many countries, teacher salaries have declined in recent years, and teachers are not always paid on time. Low and late remuneration may lead teachers to take on another job, which hurts student learning. Effective teachers are highly committed and care about their students (Craig, Kraft, and Du Plessis, 1998); they need supportive working conditions to maintain these positive attitudes.

Another factor that influences teacher performance is teacher motivation. A highly motivated person puts in the maximum effort in his or her job. Several factors produce motivation and job satisfaction. Studies by Lockheed (1991) indicated that lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect the performance of students academically.

Good quality education requires not only a favourable enabling atmosphere but also a qualified and motivated teaching force (Masinjila, 1989). Low status and morale amongst teachers is a normal phenomena in Kenya. This results in dissatisfaction and low morale amongst teachers leading to reduced productivity culminating in poor performance by students in national examinations. Teachers' attitudes towards their work and students, their classroom management, and their interaction with students have a great impact on the academic achievement and student retention in schools.
Teacher’s efficient use of school time on other activities has a significant impact on student learning. Teachers’ presence in the classroom represents the starting point. Many teachers face difficulties in life such as transportation and housing obstacles that hinder them from getting to school on time and staying until school hours are over. Many teachers are forced to do other jobs to get extra money, which may detract from the time and energy they expend in the classroom. A study in China, Guinea, India and Mexico found that nearly half the teachers interviewed reported being absent at some point during the previous month (Carron and Chau, 1996), requiring other teachers to compensate for them or leaving students without instruction for the day. Next, when teachers are present, learning occurs when teachers engage students in instructional activities, rather than attending to administrative or other non-instructional processes (Fuller, 1999).

2.2.5 Principals’ communicative strategies

Okumbe (1998) defines communication as ‘the exchange of information and the transmission of meaning’. Ayot and Patel (1992) define communication as an attempt to establish commonness with somebody. They further say that in communication, there must be a source, channel and a receiver. Mwankwo (1973) defines communication as an interaction between a minimum of two symbolic systems (persons or groups). Robbins (1988) views communication as the transference and understanding of meaning. Interaction between individuals and groups can only occur through effective communication between them.
Communication is therefore a process whereby one party transmits messages to the other who interprets or internalises it and as (Dubrin, 1975) suggests, the process facilitates influence of one party over the other.

Okumbe (1998) further outlines the roles of communication in organisation. Firstly, communication directs the behaviour of the people in the organisation. Secondly, it also helps in providing the drive among workers to productivity and greater satisfaction. Thirdly, communication is also seen as facilitating release of emotions. It provides a release for the emotional expression of feelings and fulfillment of social needs. Lastly communication is seen as facilitating decision-making. It provides the decision makers access to information, which helps them reach conclusions.

Communication is an everyday process in all fields and between all people. It is an important tool of relating to different people. Hicks and Gullet (1975) have broadly stated that communication necessitates co-existence of people in the world. They further say that through communication, people share knowledge and combine efforts and this enables them to develop and expand their store of knowledge, technology and culture. Communication serves as a linking process by which parts of a system are tied together.

The importance of communication to human life cannot be overemphasized, for without communication, no society can exist, no social structure can form or endure, since communication is the fundamental social process permeating all
aspects of social life. Michael (1992) in his study on Development and Communication explains that without communication no organised action is possible. Social systems can only form and endure if the participating persons are linked to each other by communication.

The form and way of communication used in a given school will affect the way people interact, and it will have an impact on the general atmosphere of the school, which in turn will affect the general quality of instruction that students receive (Muyiera, 2002). Communication directs the behaviour of people in an organisation. The headteacher therefore through appropriate communication pattern, should be able to realign and modify the attitude of teachers, students and the whole school community towards achievement of set targets in a school. The management process that a headteacher is involved in, basically revolve around communication. Effective communication as one of the aspects of management plays a paramount role towards the success of any organisation, school or institution. Any communication barrier therefore may interfere with the accomplishment of the set objectives of a school.

According to Downs (1977), communication serves four major roles. First is the informative role. The role of communication here is to provide information to the members in the organisation. This information enables them to do their work for example headteachers need information for effective decision-making and implementation of programmes. Communication enables the management to
make itself understood clearly throughout the organisation or institution. The students can understand the management or administration and the policies of the organisation clearly. Without communication no instructions or information can be given or received hence there could be no contact between administrators, students and subordinates.

These informative roles can be achieved through regular meetings where different sections and departments report their progress and share their problems. These can also be achieved through organisational reports which are used to pass a long information that is necessary for accomplishment of tasks. Secondly, is the command and regulative role. These comprise a whole network of manuals, policies, orders, instruction and directions. All these comprise the guideline by which the entire organisation is run. By its nature, the organisation usually tells people what to do and rules out all other alternatives. Through effective communication, every member in the administration and the subordinates receive precise and accurate information to ensure that every person in the organisation knows exactly what he or she is expected to do, when, where, for what and for who to whom they are responsible. It is the means by which management exercises control of the system. This function lingers on management ability to coordinate all the activities of the organisation and this ability depends on how well management executes control (Downs, 1999). The content of command and regulative role is essentially work oriented. This role is important because it means that there must be elaborate communication system because employees at
every level of communication needs to know what is expected of them and what restriction is placed on their freedom.

2.3 Summary of literature review

Literature reviewed in this section has shown that there are many factors that affect academic achievement of students. Among them are provision of teachers, creating school enabling environment, provision of teaching and learning resources. The literature has established that the headteacher as the schools key administrator needs to have strategies that ensure that students perform well. This is despite the fact that there are schools that consistently perform well in KCSE examinations and others where poor performance is endemic. To fill this research gap, the study investigated the administrative strategies employed by secondary school principals and how the strategies influenced students’ performance.

2.4 Theoretical framework

The study was based on the scientific management theories. Fredrick Taylor (1856 – 1917) in his book *Principles of Scientific Management* advocated that a worker should be given standardized conditions and appliances to accomplish the task with certainty. To realize quality and economy in production the central management has to exercise close supervision in accordance with clearly stated task performance standards. The purpose of this hierarchical structuring of authority is to achieve control and coordination of the organisation members’ efforts. This inevitability involves supervision of the subordinates’ performance.
Taylor also showed that maximum prosperity can exist only as the result of maximum productivity. He argued that the most important object of both the employee and the management should be the training and development of each individual in the establishment, so that he can do the highest class of work for which his natural abilities fit him. Workmen were quite inefficient. Applying the principle to the study, the headteachers are required to put in place strategies that will increase efficiency in teaching and learning in the school which will lead to improved student academic performance.

2.5 Conceptual framework

A conceptual frame work is a model of presentation which shows the relationship of the variables graphically or diagrammatically (Orodho, 2004). The conceptual framework for the study is presented in figure 2.1.
Figure 2.1

Interrelationship between variables on the influence of principals’ personnel management on students’ performance

Figure 2.1 shows the interrelationship between headteachers personnel management and students performance. The figure shows that one the headteachers in their administrative process make sure that there are adequate teaching and learning resources in the school, there is adequate staff, that the headteacher provides opportunities for teacher development, headteacher creation of an enabling environment and having good communicative strategies. All these factors are deemed to improve students’ academic performance.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter presents the research design, target population, sample and sampling techniques, sample size, instrument of the study, validity and reliability of instrument, piloting of study, data collection procedure, data analysis procedures and legal and ethical considerations

3.2 Research design
Research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions (Mmaduakonam, 1998). The research design in this study used descriptive survey design. Descriptive research design is a valid method for researching specific subjects and as a precursor to quantitative studies. The design was deemed suitable since it helps describe the state of affairs as they exist without manipulation of the independent variables (Nsubuga, 2000).

3.3 Target population
According to Mugenda and Mugenda (2003) target population is an entire group of individuals’ events or objects having common characteristics. It is the sum total of all that conforms to a given specification. The target population was all the teachers and principals in the 28 public secondary schools in Mathioya district. The study targeted the 28 headteachers and 283 teachers.
3.4 Sample size and sampling techniques

According to Orodho and Kombo (2002), sampling is the process of collecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. Mugenda and Mugenda (1999) suggest that 30 percent of the accessible population would be enough for descriptive surveys. From the population of 28 principals, 8 were sampled while out of 283 teachers, 85 were sampled. Individual respondents were sampled using simple random sampling.

3.5 Research instruments

This study used questionnaires to collect data from principals and teachers. Mugenda and Mugenda (1999) define a questionnaire as a written set of questions to which the subject responds in writing. There were two sets of questionnaires. Both questionnaires focused on demographic information, influence of headteachers’ provision of staff, headteachers’ provision of teaching learning resources, headteachers’ facilitation of teachers’ development, headteachers’ provision of enabling environment and headteachers’ communicative strategies to teachers.

3.5.1 Validity and reliability instrument

This study used content validity. Content validity measures the degree to which the sample of tests item focus on the content that the tests are designed to measure. To ensure content validity, the researcher discussed with the
supervisors who are specialists in the area of study while framing the questionnaire.

### 3.5.2 Reliability of instrument

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials; (Nsubuga, 2000). Reliability enhances the dependability, accuracy, clarity and adequacy of the instruments. To enhance reliability of the instruments, a pilot study was conducted in 3 schools in the district which share the same characteristics with the schools under study. Test retest method was used to examine the reliability of the instruments. Similar questions were administered and repeated after one week. The relationship between the two tests in the pilot study was calculated using the Pearson product moment correlation coefficient. A correlation coefficient of above 0.7 deemed the instruments as reliable.

### 3.6 Data collection procedure

The researcher sought permission to conduct the study from the National Council of Science and Technology (NCST). The researcher then proceeded to seek authority from the District Commissioner (DC) and the District Education Officer (DEO) Mathioya district. She then booked appointments with headteachers of schools and agreed on when to administer the questionnaires. On the material days, the researcher created rapport with the respondents and administered the
questionnaires to the headteachers and teachers. The questionnaires were collected immediately they were filled.

3.7 Data analysis procedures

After the data had been collected it was cross-examined to ascertain their accuracy, competences and identify those items wrongly responded to, spelling mistakes and blank spaces. Quantitative data was then entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 12.0. This generated the frequencies and percentages which were used to discuss the findings. Frequency distribution tables, pie charts and bar graphs were used to present the data while descriptive statistics such as percentages and frequencies were used to present the qualitative data (research questions). Qualitative data were analyzed thematically.
CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

Presented in this chapter are data analysis, presentation and interpretation of finding. The data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). All themes discussing the same research questions were presented and analyzed together. The analysis of data was presented in both narrative and tabular forms.

4.2 Response rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Out of the 8 principals and 85 teachers sampled during the study, all principals and 80 teachers filled and returned the questionnaires. The return rates were above 80% and hence were deemed adequate for data analysis.

4.3 Demographic information of the respondents

This section presents the demographic data of the principals and that of teachers that were sampled. The section presents that demographic data of the principals and then presents that of teachers.
4.3.1: Demographic data of the principals

The demographic data of the principals were based on their gender, age, marital status, academic qualification, job group, the duration they had served as headteacher and the position they held prior to assuming the position of a principal.

To establish the gender of the principals, they were asked to indicate their gender.

**Figure 4.1**

**Distribution of the principals by gender**

![Bar chart showing gender distribution of principals]

Figure 4.1 shows that the majority of principals were male while the rest were female. This implied that the one third women representation in institutions has been adhered to. Table 4.1 shows age of the principals.
Table 4.1

Distribution of the principals by age

<table>
<thead>
<tr>
<th>Years</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>35-44</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>44-50</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.1 shows that majority 7(87.5%) of principals were aged between 44 and 50 years. This implies that majority of the principals were relatively old and so may have served for several years prior to being principals. The study also sought to establish the marital status of the principals. Their responses are presented in Figure 4.2.
Data shows that majority 6 of principals were married while 2 of principals were single. The data shows that majority of the principals were married.
Table 4.2

Distribution of the principals by professional qualification

<table>
<thead>
<tr>
<th>Professional qualification</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>Approved Teacher status</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>B.A/s Sc. With PGDE</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>M.Ed</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.2 shows that 50.0% of principals had Bachelors in education. The data implies that majority of the principals had the minimum professional qualifications and hence are able to provide information on the influence of headteachers administrative strategies on students’ academic performance in KCSE.

The principals were further requested to indicate their grade or job group. They responded as indicated in Table 4.3.
Table 4.3

Distribution of the principals by present grade/ job group

<table>
<thead>
<tr>
<th>Present grade/ job group</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief principal</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Senior principal</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Principal graduate JGP</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Principal graduate JGN</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Senior graduate JGM</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Graduate teacher JGL</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Findings presented in table 4.3 shows that 25.0% of principals were in Chief Principal Group the same number of principals were in senior principal group. Data implies that they had professionally advance themselves. They were further asked to indicate the duration they had been headteachers. Figure4.3 shows the duration that the headteachers had worked as a headteacher.
Figure 4.3 shows that majority (50.0%) of principals had served as headteacher for below 5 years. The data implies that they are in a position to provide information on how various administrative strategies influence performance.

Asked to indicate the position they held prior to headteacher, they responded as Table 4.4 presents.
Table 4.4

Position held by headteacher prior to headship

<table>
<thead>
<tr>
<th>Position</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy principal</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Games master</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Deputy principal /H.O.D</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Boarding master</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Data shows that 37.5% of principals were deputy principals, with the same number having been deputy principals and HOD. The data shows that the principals had served in other capacities hence have experience on the influence of headteachers administrative strategies on students’ academic performance in KCSE.

4.3.2: Demographic data of the teachers

The demographic data of the teachers was based on their gender, age, marital status, academic qualification, job group and the duration they had served as teacher in the schools. Asked to indicate their gender, they responded as indicated in Figure 4.4.
Data on the gender of teachers indicated that majority (76) of them were female while (34) of teachers were male. The data implies that majority of the teachers in the district are female. The teachers were further asked to indicate their age. Their responses are presented in Table 4.5.
Table 4.5

Distribution of teachers according to age

<table>
<thead>
<tr>
<th>Age</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25</td>
<td>6</td>
<td>7.5</td>
</tr>
<tr>
<td>26-34</td>
<td>25</td>
<td>31.3</td>
</tr>
<tr>
<td>35-44</td>
<td>25</td>
<td>31.3</td>
</tr>
<tr>
<td>44-50</td>
<td>20</td>
<td>25.0</td>
</tr>
<tr>
<td>Over 50</td>
<td>4</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.5 shows that 7.5% of teachers were less than 25 years the data implies that they are relatively old and hence may have served for a considerable number of years. Asked to indicate their marital status, they responded as indicated in Figure 4.5.
Majority (66) of teachers were married while (14) of teachers were single. The data implies that majority of the teachers were married. The Distribution of teachers according to professional qualification is presented in Table 4.6.
Findings show that 24 of teachers had diploma, 33 of teachers had bachelor's in education, 14 of teachers had approved teacher status. The data implies teachers were sufficiently qualified and hence able to understand the influence of administrative strategies on students’ performance. Teachers were further asked to indicate the duration they had worked as teachers. Their responses are presented in Figure 4.6.
Figure 4.6

Distribution of teachers according to years worked as a teacher

Data shows that 37 teachers had taught for less than 5 years, 23 of teachers had taught for between 5 and 10 years while 20 of teachers had taught for more than 10 years. The data implies that teachers had a relatively long teaching experience hence had had the information on the influence of administrative strategies on students performance.

The distribution of teachers according to the position they held in the school is presented in Table 4.7.
Table 4.7

Distribution of teachers according to their position

<table>
<thead>
<tr>
<th>Position</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior master</td>
<td>13</td>
<td>16.3</td>
</tr>
<tr>
<td>Games master</td>
<td>18</td>
<td>22.5</td>
</tr>
<tr>
<td>H.O.D</td>
<td>10</td>
<td>12.5</td>
</tr>
<tr>
<td>Boarding master</td>
<td>19</td>
<td>23.8</td>
</tr>
<tr>
<td>Class teacher</td>
<td>20</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>80</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Data in Table 4.7 shows that 16.3% of teachers were senior teachers, 22.5% of teachers were games master, other teachers were heads of department, others were boarding masters while 25.0% of teachers were class teachers. The data shows that teachers had held various positions and hence are able to provide information on the influence of headteachers administrative strategies on students’ academic performance in KCSE.
4.4 Influence of headteachers’ ensuring adequate staffing levels on students’ performance in KCSE.

Research objective one of this study was to determine how the headteachers’ strategy on ensured adequate staffing levels influenced students’ performance in KCSE. The principals were asked to rate the adequacy of teachers in their school. Figure 4.7 shows their responses.

**Figure 4.7**

**Principals rate on the adequacy of teachers in their school**

![Graph showing percentage of principals rating teachers as adequate or not adequate.](image)

Majority (7) of principals indicated that teacher were not adequate while an insignificant number of principals said that teachers in the schools were adequate. Asked whether the school had adequate teachers for all the classes, majority of principals indicated that teachers were not adequate for all the classes. The data shows that majority of the schools did not have adequate teachers. When schools do not have adequate teachers, teaching and learning may not be effective which
may affect students’ performance. Onyango (2008) emphasizes that human resource is the most important resource in a school organization. He adds that teachers comprise the most important staff in the school. However, the contribution made by other staff members such as secretaries, bursars, accounts clerk, matron, nurses, messengers and watchmen is also important in making the organisation achieve its objectives.

Teachers were asked whether they taught subjects that they were not trained in. Data shows that majority of teachers were assigned to handle subjects that they were not trained in. It is a government policy that teachers should teach subjects they have been trained in. The data shows that students were not taught by trained teachers which may have an impact on their performance. Odhiambo (2005) observes that the most important purpose of a school is to provide children with equal and enhanced opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers.

The teachers were also asked to indicate reasons why teachers taught subjects that they were not trained in. Table 4.8 presents the findings.
Data shows that majority of 63 teachers indicated that they taught subjects which they had not been trained in due to inadequacy of teachers while 17 of teachers said it was due to high enrolment rate of students in the schools. The finding further shows that inadequate teachers made students to be taught by teachers who were not trained in the subjects hence could lead to poor performance. The study sought to establish how the schools coped with the shortage of teachers. Table 4.9 shows principals response.
Table 4.9

Principals’ responses on how they coped with the shortage of teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined classes</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Use of volunteer teachers</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Left untaught</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Findings show that 37.5% of principals said that they combined classes, the same number of principals used volunteered teachers while 25.0% of principals said that their students were left untaught due to shortage of teachers. This agreed with teachers responses as 45.0% of teachers indicated that they used volunteered teachers to cope with teachers shortage. The data shows principals faced challenges of inadequate teachers hence contributing to poor performance.

4.5: Influence of principals’ provision of teaching learning resources on students’ performance in KCSE

To establish the extent of headteachers’ strategy on provision of teaching learning resources on students’ performance in KCSE, the principals were asked to indicate the adequacy of teaching learning resources in their school. Data is presented in the following section:
Figure 4.8

Principals’ responses on classrooms adequacy

Figure 4.8 shows that 26 of principals said they were adequate while 14 of principals said that the classrooms in the school were very adequate. The data shows that schools did not have adequate classrooms. The school's physical facilities or the school plant contributes an important component of the learning environment. Lockheed et al, (1991) states that teaching and learning materials are critical ingredients in learning, and the intended programme cannot be easily implemented without them. No meaningful teaching and learning takes place without adequate resource materials. Adequate teaching and learning resources have an impact on academic performance.
Table 4.10

Teachers rate on adequacy of teaching learning resources

<table>
<thead>
<tr>
<th>Teaching learning resources</th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Not Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Textbooks</td>
<td>12</td>
<td>15.0</td>
<td>20</td>
</tr>
<tr>
<td>Toilets for boys and girls</td>
<td>5</td>
<td>6.3</td>
<td>27</td>
</tr>
<tr>
<td>Playgrounds</td>
<td>2</td>
<td>2.5</td>
<td>24</td>
</tr>
<tr>
<td>Water</td>
<td>4</td>
<td>5.0</td>
<td>22</td>
</tr>
<tr>
<td>Laboratories</td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Library</td>
<td>16</td>
<td>20.0</td>
<td>16</td>
</tr>
</tbody>
</table>

Data shows that 60.1% of the schools did not have adequate text books, the same number had inadequate toilets, 67.6% did not have adequate playground with the same number not having adequate water. Further 73.8% did not have adequate laboratories, while 59.0% did not have adequate library. The above findings show that schools did not have adequate resources which affected performance in the schools. Avalos (1991) says that the quality of education the learners receive bears direct relevance to the availability or lack of instructional materials. It
therefore goes that availability of instructional materials has an impact on student performance. Ajayi (1999) in a study on “relationship between teaching and learning resources availability and performance in Nigeria schools” and using 250 respondents found that no significant relationship exists between school facilities availability in Nigeria schools and students performance while Owiny (2006) who found that most of the NFE learning centres had no physical structures; they lacked furniture, instructional materials and facilitative learning environment.

The principals were asked to indicate the adequacy of teaching learning resources in the schools. Their responses are presented in Table 4.11.
Table 4.11
Principals rate on adequacy of teaching learning resources

<table>
<thead>
<tr>
<th>Teaching learning resources</th>
<th>Very adequate</th>
<th>Adequate.</th>
<th>Not Adequate.</th>
<th>Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td>0 F 0.0</td>
<td>3 F 37.5</td>
<td>5 F 62.5</td>
<td>0 F 0.0</td>
</tr>
<tr>
<td>Toilets for boys and girls</td>
<td>0 F 0.0</td>
<td>2 F 25.0</td>
<td>6 F 75.0</td>
<td>0 F 0.0</td>
</tr>
<tr>
<td>Playgrounds</td>
<td>0 F 0.0</td>
<td>2 F 25.0</td>
<td>6 F 75.0</td>
<td>1 F 12.5</td>
</tr>
<tr>
<td>Water</td>
<td>3 F 37.5</td>
<td>1 F 12.5</td>
<td>3 F 37.5</td>
<td>1 F 12.5</td>
</tr>
<tr>
<td>Laboratories</td>
<td>1 F 12.5</td>
<td>2 F 25.0</td>
<td>5 F 62.5</td>
<td>0 F 0.0</td>
</tr>
<tr>
<td>Libraries</td>
<td>2 F 25.0</td>
<td>2 F 25.0</td>
<td>3 F 37.5</td>
<td>1 F 12.5</td>
</tr>
</tbody>
</table>

Data shows that majority (5) of principals indicated that textbooks and playground in their schools were not adequate, 6 of the principals indicated that toilets for boys and girls were inadequate. Data further shows that 3 of the principals indicated that water and libraries in their school were inadequate. The responses of the principals concur with those of teachers that schools did not have adequate teaching learning resources hence affecting performance. Adequate
teaching and learning resources have an impact on academic performance. The facilities include the administrative offices, classrooms, libraries, stores and the school playground. According to Bell and Rhodes (1996), these resources are important because the school uses them to advance the learning opportunities offered to the students and also help them improve academic performance. Anandu (1990) asserts that physical facilities are vital for pupils in the teaching/learning situations. Any trace of inadequacy leads to frustration among teachers and students and negatively affects academic performance. Mwamwenda and Mwamwenda (1987) revealed that physical facilities had a direct link to the education quality measured in terms of students’ performance. This implies that the headteachers should ensure that schools have the required teaching and learning resources which impact on good academic performance.

4.6: Influence of principals’ facilitation of teachers’ development on students’ performance in KCSE

To assess how headteachers’ strategy on facilitation of teachers’ development affect students’ performance in KCSE, the study further sought to investigate whether teachers were allowed to attend seminars they have been invited to. Figure 4.9 shows principals responses.
Majority of the principals allowed their teachers to attend seminars they have been invited. When teachers were asked to indicate the same, majority of the teachers indicated that their principals allowed them to attend seminars. Majority (6) of principals further indicated that their teachers were interested in attending seminars and workshops once invited. Teachers play a key role mediating and passing on existing public knowledge to their students. In order to develop new understanding in school classrooms, the nature of teacher students’ discourse is important. According to Sushila (2004), the headteacher should be involved in making most of the decisions of the school which includes facilitating teachers’ development.
Table 4.12

Teachers’ responses on the number of courses they had attended in the last 2 years

<table>
<thead>
<tr>
<th>Courses</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 course</td>
<td>32</td>
<td>40.0</td>
</tr>
<tr>
<td>2. course</td>
<td>32</td>
<td>40.0</td>
</tr>
<tr>
<td>3. course</td>
<td>5</td>
<td>6.3</td>
</tr>
<tr>
<td>4. course</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>5 course</td>
<td>6</td>
<td>7.5</td>
</tr>
<tr>
<td>More than 5</td>
<td>3</td>
<td>3.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.12 shows that 40.0% of the teachers had attended one courses in the last 2 years, the same number of teachers had attended two courses. Effective teacher development can increase productivity, lead to greater job satisfaction and lower turnover. It enables workers to develop better understanding of their work and provide the ability to cope with organizational, social and technological changes.

The principals were further asked to indicate whether teachers were provided with conducive working environment. The data is presented in Figure 4.10.
Figure 4.10:

Principals’ responses on whether teachers were provided with conducive working environment

Majority (5) of the principals indicated that teachers were not provided with conducive working environment. The responses of the principals showed that teachers were not provided with conducive working environment which affected students’ performance.

The researcher further sought to establish whether headteachers encouraged teachers to attend courses for their professional development. Data is presented in Figure 4.11.
Figure 4.11

Teachers’ responses on whether the headteachers encouraged them to attend courses for their professional development

Data revealed that majority (53) of the teachers indicated that their headteachers encouraged them to attend courses for their professional development. Asked whether they were free to discuss matters that affected teaching and learning with their headteacher, majority (58) of teachers agreed with the statement. The teachers were also asked to indicate the strategies on facilitation of teachers' development. Their responses are presented in Table 4.13.
Table 4.13

Teachers’ responses on strategy on facilitation of teachers’ development

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Teachers in my school are interested in attending</td>
<td>53</td>
<td>66.3</td>
</tr>
<tr>
<td>courses</td>
<td>27</td>
<td>33.8</td>
</tr>
<tr>
<td>Headteacher allow me to express my issues freely</td>
<td>23</td>
<td>28.8</td>
</tr>
<tr>
<td></td>
<td>57</td>
<td>71.3</td>
</tr>
<tr>
<td>I experience teacher conflict in my school</td>
<td>38</td>
<td>47.5</td>
</tr>
<tr>
<td></td>
<td>42</td>
<td>52.5</td>
</tr>
</tbody>
</table>

Data showed that majority (53) of teachers indicated that teachers in the schools were interested in attending courses. Majority (57) of teachers indicated that headteacher did not allow them to express my issues freely while majority (42) of teachers indicated that they did not experience teacher conflict in their school.

The principals were further asked to indicate whether they involved teachers in matters affecting students. The data is presented in Table 4.13.
Table 4.13

Principals’ responses on strategy on involving teachers in students issues

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are able to discuss with me matters that affect teaching and learning</td>
<td>2</td>
<td>25.0</td>
<td>6</td>
<td>75.0</td>
</tr>
<tr>
<td>I listen to teachers opinions concerning issues affecting the school</td>
<td>5</td>
<td>62.5</td>
<td>3</td>
<td>37.5</td>
</tr>
</tbody>
</table>

Majority (75.0%) of the principals indicated that teachers were not able to discuss with the principals matters that affect teaching and learning while majority 62.5% of principals indicated that they listened to teachers opinions concerning issues affecting the school. Peters (2011) emphasized that the head teacher must be aware of the training needs for the teachers. As an instructional leader, the head teacher improves instructional program in his/her school by ensuring that teachers have the required training (Manual of Heads of Secondary Schools in Kenya, 2010). According to Sushila (2004), a discreet headteacher will enhance teacher development by providing opportunity for their development. The major goals of personnel training is the improvement of worker’s performance over time. Effective teacher development can increase productivity, lead to greater job satisfaction and lower turnover.
4.7 Influence of headteachers’s creation of enabling environment on students’ performance in KCSE

To establish headteachers’ strategy on creation of enabling environment on students’ performance in KCSE, the principals were asked to indicate the frequency in which they enabled conducive environment for students. Data is presented in Figure 4.12

Figure 4.12

Principals’ responses on the frequency in which they enabled conducive environment for students

Majority (5) of principals indicated that they enabled conducive environment for students very often. Effective headteacher requires a number of competencies. Leithwood et al. (2004) outline three sets of core leadership practices. This includes developing people and enabling teachers and other staff to do their jobs
effectively, offering intellectual support and stimulation to improve the work, and providing models of practice and support.

To establish the frequency in which principals applied various communication strategies frequently on the students, they were asked to indicate the same. Table shows the findings.
Table 4.14

Principals’ responses on the frequency in which they applied various communication strategies frequently on the students

<table>
<thead>
<tr>
<th>communication strategies</th>
<th>Often</th>
<th>%</th>
<th>Rarely</th>
<th>%</th>
<th>Never</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person to person talk with a pupils</td>
<td>3</td>
<td>37.5</td>
<td>4</td>
<td>50.0</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Addressing school in the assembly</td>
<td>3</td>
<td>37.5</td>
<td>4</td>
<td>50.0</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Holding open forums for the discussions</td>
<td>3</td>
<td>37.5</td>
<td>3</td>
<td>37.5</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Using letters to pass information</td>
<td>3</td>
<td>37.5</td>
<td>4</td>
<td>50.0</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Using the school magazine</td>
<td>3</td>
<td>37.5</td>
<td>3</td>
<td>37.5</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Using the notice board to pass information</td>
<td>5</td>
<td>62.5</td>
<td>2</td>
<td>25.0</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Using the prefect body</td>
<td>2</td>
<td>25.0</td>
<td>4</td>
<td>50.0</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Facial expressions</td>
<td>2</td>
<td>25.0</td>
<td>4</td>
<td>50.0</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Administering physical punishment</td>
<td>4</td>
<td>50.0</td>
<td>3</td>
<td>37.5</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Giving rewards and incentives</td>
<td>4</td>
<td>50.0</td>
<td>2</td>
<td>25.0</td>
<td>2</td>
<td>25.0</td>
</tr>
</tbody>
</table>

Findings shows that majority (4) of the principals rarely communicated person to person talk with a pupils, addressed school in the assembly, used letters to pass information. The same number of principals indicated that they rarely used the
prefect body, used facial expression and gave rewards and incentives very often.

Data further indicates that majority 62.5% of principals used the notice board to pass information very often. The data implies that teachers made sure that there was proper communication in the schools.

**Table 4.15: Teachers responses on the frequency in which they applied various communication strategies frequently on the students**

<table>
<thead>
<tr>
<th>Communication strategies</th>
<th>Often</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Person to person talk with a pupils</td>
<td>28</td>
<td>35.0</td>
<td>43</td>
</tr>
<tr>
<td>Addressing school in the assembly</td>
<td>37</td>
<td>46.3</td>
<td>39</td>
</tr>
<tr>
<td>Holding open forums for the discussions</td>
<td>16</td>
<td>20.0</td>
<td>48</td>
</tr>
<tr>
<td>Using letters to pass information</td>
<td>13</td>
<td>16.3</td>
<td>43</td>
</tr>
<tr>
<td>Using the school magazine</td>
<td>8</td>
<td>10.0</td>
<td>48</td>
</tr>
<tr>
<td>Using the notice board to pass information</td>
<td>66</td>
<td>82.5</td>
<td>11</td>
</tr>
<tr>
<td>Using the prefect body</td>
<td>51</td>
<td>63.8</td>
<td>22</td>
</tr>
<tr>
<td>Facial expressions</td>
<td>3</td>
<td>3.8</td>
<td>52</td>
</tr>
<tr>
<td>Administering physical punishment</td>
<td>51</td>
<td>63.8</td>
<td>25</td>
</tr>
<tr>
<td>Giving rewards and incentives</td>
<td>53</td>
<td>66.3</td>
<td>27</td>
</tr>
</tbody>
</table>
Findings in Table 4.15 shows that majority (43) of teachers rarely used person to person talk with pupils, 37 of the teachers often addressed school in the assembly. Majority (48) of teachers rarely held open forums for the discussions and rarely used school magazine, majority (66) of teachers used notice board to pass information often. Data further indicates that majority (51) of teachers used prefect body and administered physical punishment to students often while majority (53) of teachers gave rewards and incentives often to students.

Brueckners and Burton (2005) highlighted the huge impact that enabling environment on teacher morale and job satisfaction have and thus their classroom performance. Teachers’ working conditions affect their ability to provide quality education. As mentioned above, the condition of infrastructure, availability of textbooks and learning materials and class sizes all influence the teacher’s experience as an educator. Teachers’ remuneration also matters. Teachers’ working conditions affect their ability to provide quality education. As found in the data, the condition of infrastructure, availability of textbooks and learning materials and class sizes all influence the teacher’s experience as an educator hence affecting academic performance.
CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents the summary, conclusions and recommendations. The chapter presents suggestions for further research.

5.2 Summary of the study

The purpose of this study was to investigate the influence of headteachers administrative strategies on students’ academic performance in KCSE. Four research questions were formulated to guide the study. Research question one sought to determine how the head teachers’ strategy on ensuring adequate staffing levels influence students’ performance in KCSE, research question two sought to establish the extent of headteachers’ strategy on provision of teaching learning resources on students’ performance in KCSE, research question three sought to assess how headteachers’ strategy on facilitation of teachers’ development affect students’ performance in KCSE while research question four sought to establish headteachers’ strategy on creation of enabling environment on students’ performance in KCSE. The research design in this study used descriptive survey design. The study targeted the 28 headteachers and 283 teachers. The sample comprised of 8 principals and 85 teachers. This study used
questionnaires to collect data from principals and teachers. Data were analysed by use of qualitative and quantitative techniques.

Findings revealed that principals’ strategy on ensuring adequate staffing levels affected students’ performance in KCSE. For example, majority (7) of the principals indicated that teachers were not adequate for all the classes. Majority (60.0%) of teachers were assigned to handle subjects that they were not trained in. The data shows that students were not taught by trained teachers which may have an impact on their performance. It was also revealed that majority (78.8%) of teachers indicated that they taught subjects which they had not been trained in due to inadequacy of teachers. The data shows principals faced challenges of inadequate teachers hence contributing to poor performance.

Findings also revealed that principals’ strategy on provision of teaching learning resources influenced students’ performance in KCSE. For example, majority (40) of principals indicated that the classrooms were not adequate, 60.1% of the schools did not have adequate text books, the same number had inadequate toilets, (67.6%) did not have adequate playground with the same number not having adequate water. Further (73.8%) did not have adequate laboratories, while 59.0% did not have adequate library. The above findings show that schools did not have adequate resources which affected performance in the schools. Majority (5) of principals indicated that textbooks and playground in their schools were not adequate, 6 of principals indicated that toilets for boys and girls were inadequate.
The responses of the principals concur with those of teachers that schools did not have adequate teaching learning resources hence affecting performance. It was also revealed that principals’ strategy on facilitation of teachers’ development influenced students’ performance in KCSE. This was revealed by majority of principals who allowed their teachers to attend seminars they have been invited and majority of teachers who indicated that their principals allowed them to attend seminars. Majority (6) of principals further indicated that their teachers were interested in attending seminars and workshops once invited. However, majority (5) of principals indicated that teachers were not provided with conducive working environment, majority (66.3%) of teachers indicated that their headteachers encouraged them to attend courses for their professional development. Majority (66.3%) of teachers indicated that teachers in the schools were interested in attending courses.

Findings also revealed that principals strategy on creation of enabling environment influenced students’ performance in KCSE. This was revealed by majority (5) of principals who indicated that they enabled conducive environment for students very often. Majority (4) of principals rarely communicated person to person talk with a pupils, addressed school in the assembly, used letters to pass information. Majority (5) of principals used the notice board to pass information very often. Majority (53.8%) of teachers rarely used person to person talk with pupils, 46.3% of teachers often addressed school in the assembly. Majority (60.0%) of teachers rarely held open forums for the discussions and rarely used
school magazine, majority (66) of teachers used notice board to pass information often. Data further indicates that majority (51) of teachers used prefect body and administered physical punishment to students often while majority (53) of teachers gave rewards and incentives often to students.

5.3 Conclusions

Based on the findings, the researcher concluded that principals’ strategy on ensuring adequate staffing levels affected students’ performance in KCSE. For example, teacher in the schools were not adequate. Principals faced challenges of inadequate teachers hence contributing to poor performance. The study also concluded that strategy on provision of teaching learning resources influenced students’ performance in KCSE. The findings show that schools did not have adequate resources which affected performance in the schools.

It was also revealed that principals’ strategy on facilitation of teachers’ development influenced students’ performance in KCSE. This was revealed by the principals allowing their teachers to attend seminars. Teachers were interested in attending seminars and workshops once invited. Principals encouraged them to attend courses for their professional development. The study also revealed that Principals’ strategy on creation of enabling environment influenced students’ performance in KCSE. This was revealed by principals who indicated that they enabled conducive environment for students very often.
5.4 Recommendations

Based on the findings of the study, the following were the recommendations:

i. That should ensure there is adequate staffing levels so that teaching and learning can be effective and hence improved academic performance.

ii. That secondary school principal should ensure that there is adequate provision of teaching learning resources to enhance students’ academic performance.

iii. That principals should seek ways of facilitating teachers development which will equip them with skills that will enhance students academic performance.

iv. Those principals should ensure that they create enabling environment to facilitate teaching and learning which will eventually lead to improved academic performance.

5.5 Suggestions for further research

Taking the limitations and delimitations of the study, the following areas were suggested for further research

i. A study on how principals’ involvement of BOG influences students academic performance

ii. A study on how principals’ relationship with the community around the school influence students academic performance

iii. A study on the influence of principals’ personal characteristics influences students’ academic performance.
REFERENCES


PhD dissertation, Institute of Education and Research, Punjab University, Lahore, Pakistan.


APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

Perpetual Wakarindi
Department of Educ. Admin and planning,
University of Nairobi
P.O BOX 92, Kikuyu

The Principal,
________________ Sec School

DEAR SIR/MADAM

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a student at University of Nairobi currently pursuing a Masters’ degree in Education. I am carrying out research on influence of principals’ Administrative Strategies on students’ academic performance in KCSE examinations in Mathioya District. Your school has been selected for the study. The purpose of this letter is to request you to kindly allow me to carry out the study in your school.

Yours faithfully,

Perpetual Wakarindi
APPENDIX B

HEADTEACHERS’ QUESTIONNAIRE

This questionnaire is designed to help the researcher find out the influence of principals’ administrative strategies on students’ academic performance in KCSE examinations. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

Section A: Demographic information

1. What is your Gender  
   Male [ ]  Female [ ]

2. In which age category do you belong?
   Less than 25 [ ]  26-34 [ ]  35-44 [ ]  44-50 [ ] Over 50 [ ]

3. Please indicate your marital status
   Single [ ]  Married [ ]

4. What are your professional qualification?
   Diploma [ ]  B.Ed [ ]  Approved Teacher status [ ]
   B.A/s Sc. With P. GDT [ ]  M.Ed [ ]  P.hD [ ]  Others [ ]

5. What is your present grade/ job group?
   Chief principal [ ]  Senior principal [ ]  principal graduate JGP [ ]
   principal graduate JGN [ ]  Senior graduate JGM [ ] graduate teacher JGL [ ]

6. For how long have you worked as a headteacher ____ (years)

7. What position were you holding prior to headteacher?
   Senior master [ ]  Games master [ ]  H.O.D [ ]  Boarding master [ ]
   Class teacher [ ]  others ____________________
Section B: Principals’ administrative strategies on students performance

8. How do you rate the adequacy of teachers in your school

Adequate [ ] Not adequate

9. Does the school have adequate teachers for all the classes

Yes [ ] No [ ]

(b) If no how do you cope with the shortage?

Combined classes [ ]

Use of volunteer teachers [ ]

Left untaught [ ]

Others (specify) .................................................................

10. Do you have cases of inadequate teachers in your school?

Yes [ ] No [ ]

11. Please indicate with a tick how adequate are these facilities/resources in your school.

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Very adequate</th>
<th>Adequate.</th>
<th>Not Adequate.</th>
<th>Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom.</td>
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<td>Water.</td>
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<tr>
<td>Laboratories</td>
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</tbody>
</table>
12. Do your allow your teachers to attend seminars they have been invited to?
   Yes [ ] No [ ]

13. Are teachers in your school interested in attending seminars and workshops once invited?
   Yes [ ] No [ ]

14. Are teachers provided with conducive working environment?
   Yes [ ] No [ ]

15. Are your teachers able to discuss with you matters that affect teaching and learning?
   Yes [ ] No [ ]

16. Do you listen to teachers opinions concerning issues affecting the school?
   Yes [ ] No [ ]

17. How often do you encounter teachers involved in conflicts?
   Very often [ ] Rarely [ ] Never [ ]

18. Below is a list of oral written and non-verbal communication means used in a school by headteachers. Indicate by ticking [ √ ] the option that applies to the communication strategy frequently used by the headteachers on the students.
<table>
<thead>
<tr>
<th>Means of Communication</th>
<th>Often</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person to person talk with pupils</td>
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<tr>
<td>Addressing school in the assembly</td>
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<td></td>
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<tr>
<td>Holding open forums for the discussions</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Using letters to pass information</td>
<td></td>
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<tr>
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<tr>
<td>Using the notice board to pass information</td>
<td></td>
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<tr>
<td>Using the prefect body</td>
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<tr>
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<tr>
<td>Giving rewards and incentives</td>
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</table>
APPENDIX C

TEACHERS’ QUESTIONNAIRE

This questionnaire is designed to help the researcher find out the influence of principals’ administrative strategies on students’ academic performance in KCSE examinations. The information you give will be used for the purpose of the study only. Therefore, do not write your name.

Section A: Demographic information

19. What is your Gender
   Male [ ]   Female [ ]

20. In which age category do you belong?
   Less than 25 [ ] 26-34 [ ] 35-44 [ ] 44-50 [ ] Over 50 [ ]

21. What is your marital status?
   Single [ ] Married [ ]

22. What is your professional qualification?
   Diploma [ ] B.Ed [ ] Approved Teacher status [ ]
   B.A/s Sc. With P. GDT [ ] M.Ed [ ] P.hD [ ] Others [ ]

23. What is your present grade/job group?
   Chief principal [ ] Senior principal [ ] principal graduate JGP [ ]
   Principal graduate JGN [ ] Senior graduate JGM [ ] graduate teacher JGL [ ]

24. For how long have you worked as a teacher _______(years)

25. What position do you hold in your school?
Section B: Influence of principals’ administrative strategies on students' performance

26. Do you teach subjects that you are not trained in? [ ]

Yes [ ] No [ ]

If yes what are the reasons?
__________________________________________________________________
__________________________________________________________________

27. How does your school cope with teacher shortage?

Combined classes [ ] Use of volunteer teachers [ ]

Left untaught [ ] Others (specify) ……………………………

28. Please indicate how adequate are these facilities/resources in your school.

<table>
<thead>
<tr>
<th></th>
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<td>Teachers.</td>
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<tr>
<td>Others Specify.</td>
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<td></td>
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</tbody>
</table>

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29. Are you allowed by your headteacher to attend seminars and workshops?
   Yes [ ] No [ ]

30. How many courses have you attended in the last 2 years?
   ___________________

31. Are teachers in your school interested in attending courses?
   Yes [ ] No [ ]

32. Does your headteachers encourage you to attend courses for your professional development?
   Yes [ ] No [ ]

33. Are your free to discuss matters that affect teaching and learning with your headteacher?
   Yes [ ] No [ ]

34. Does your headteacher allow you to express your issues freely?
   Yes [ ] No [ ]

35. Do you experience teacher conflict in your school? Yes [ ] No [ ]

36. Below is a list of oral written and non-verbal communication means used in a school by headteachers. Indicate by ticking [ √ ] the option that applies to the communication strategy frequently used by the headteachers on the students.

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<td>Method</td>
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</table>
APPENDIX D

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Perpetual Wakarindi Kamoche
of (Address) University of Nairobi
P.O Box 38137-00100, Nairobi,
has been permitted to conduct research in
Mathioya
Central
District
Province
on the topic: Influence of Headteachers’
Administrative Strategies on Students
Kenya Certificate of Secondary Education
(KCSE) Performance in Mathioya
District, Kenya,
for a period ending: 30th June, 2013.

CONDITIONS

1. You must report to the District Commissioner and
the District Education Officer of the area before
embarking on your research. Failure to do that
may lead to the cancellation of your permit.

2. Government Officers will not be interviewed
with-out prior appointment.

3. No questionnaire will be used unless it has been
approved.

4. Excavation, filming and collection of biological
specimens are subject to further permission from
the relevant Government Ministries.

5. You are required to submit at least two(2)/four(4)
bound copies of your final report for Kenyans
and non-Kenyans respectively.

6. The Government of Kenya reserves the right to
modify the conditions of this permit including
its cancellation without notice.

REPUBLIC OF KENYA
RESEARCH CLEARANCE
PERMIT