

**EFFECT OF HEADTEACHERS' LEADERSHIP PRACTICES ON PUPILS'
ACADEMIC ACHIEVEMENTS IN PRIMARY SCHOOLS IN KISII
CENTRAL SUB COUNTY, KISII COUNTY, KENYA**

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DECLARATION

I declare that this document and the research it describes are my original work and that they have not been presented in any other university for academic work.

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17JO1CMED006

This research work was conducted under our supervision and is submitted with our approval as University supervisors

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DEDICATION

This work is dedicated to my beloved family who patiently gave me moral support as I went through the course. Special dedication to my mother who has been a great pillar in my entire life. My wife Florence Momanyi and my sister Caroline Nyarinda who saw my potential and gave immeasurable support. They always reminded me the value of patience, honesty and hard work and above all the Trust in God.

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ABSTRACT

Research has shown that the quality of leadership makes the difference between the success and failure of a school in highly effective schools, as well as schools which have reversed a trend of poor performance and declining achievement. The purpose of the study was to investigate effect of headteachers' leadership practices on pupils' academic achievement in Kenya Certificate of Primary Education in Kisii Central Sub County, Kisii County, Kenya. The study objectives were: to investigate the effect of headteachers' communication practices on pupils' academic performance in KCPE; to examine the effect of headteachers' instructional supervision practices on pupils' academic performance in KCPE; to establish the effect of head teachers' motivation on pupils' academic performance in KCPE and to find out the effect of head teachers' role modeling on pupils' academic performance in KCPE. The study was guided by education production function theory and path-goal theory. The study adopted descriptive survey design. The study targeted 9 headteachers' and 70 teachers. The head teachers' and the teachers were targeted because they are well informed on the Head teachers' leadership practices and how they influence academic achievements of pupils in public primary schools in Kisii County. Since the target population was too small, the researcher used census sampling method. Questionnaires were structured so as to capture general knowledge on Head teachers' leadership practices while the document analysis of Kisii Central Sub County K.C.P.E. 2015 to 2017 results was done. The content and construct validity of the data collection instruments were ascertained by presenting the instruments for scrutiny by the researcher's two university supervisors. Reliability of the preschool teachers' questionnaire was ascertained through test-retest technique. Data were analysed by both descriptive and inferential statistics. Descriptive statistics such as frequencies, means, standard deviations and percentages were used. The formulated four null hypotheses were tested using multiple regression analysis. The study four independent variables contributed 73.5 % of variance in pupils' academic performance ($R^2 = 0.735$). Head teachers' role modeling had the most significant relative contribution to the prediction of pupils' academic performance ($\beta = 0.538, p < 0.05$), followed by head teachers' instructional supervision ($\beta = 0.486, p < 0.05$), head teachers' communication practices ($\beta = 0.312, p < 0.05$), while head teachers' motivation of teachers' and pupils' had the least and insignificant influence ($\beta = 0.208, p = 0.142$). The study recommended that, the relevant authorities need to emphasize the importance of application of effective communication practices between the school administration and pupils. Pupils should be allowed to actively participate through asking questions and the head teacher's commitment and belief in the students creates a positive attitude among the learners. Further, the head teachers should ensure leadership practices and effective supervisory functions in public primary schools.

OPERATIONAL DEFINITION OF TERMS

Academic Achievement	is the performance is the extent to which a student, teacher has achieved their short or long-term educational goals.
Communication	is the cordial and timely exchange of information from the principal to the teachers and back.
Delegation	is the assignment of any responsibility or authority to another teacher.
Empathy	is the ability of the principal to understand and share feelings of teachers.
Instructional supervision	is the work of ensuring the implementation of the educational mission of a school by overseeing, equipping, and empowering teachers to provide meaningful learning experiences for students.
Leadership practices	are actions, behaviors and functions found through research and professional experience to have an effect on pupil's academic achievement. These practices will be evaluated in terms of their application and effectiveness they include leadership management practices.
Motivation	is the ability to reward give incentives or value teacher's participation in academic activities.
Staff development	continuous learning in staff members through seminars and conferences so as to add value to content delivery and general teaching practices.

ABBREVIATIONS AND ACRONYMS

BOM	Board of management
EPF	Education Production Function
HODs	Head(s) of Department(s)
KCPE-	Kenya Certificate of Primary school Education
KCSE	Kenya Certificate of Secondary Education
KEMACA	Kenya Education Management Capacity Assessment
KEMI	Kenya Education Management Institute
KESSP	Kenya Education sector support programme
KEPSHA	Kenya Primary Schools Head teachers Association
MDGs	Millennium Development Goals
MOE	Ministry of Education
S.C.E.O	Sub County Education Officer
SPSS	Statistical package for social Sciences
TQM	Total Quality Management
TSC	Teachers service Commission

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter presents the background of the study, statement of the problem, the purpose of the study, the objectives of the study, research questions, and significance of the study, scope, delimitations, limitations and assumptions of the study. It also gives a summary of the study theoretical framework and conceptual framework.

1.2 Background of the Study

Education is considered by various stakeholders and players as a basic need and a right. It is a vital asset that has been considered as a key human development index. Globally, various states and governments spend a huge budgetary allocation on education sector as part of their strategy to achieve the millennium development goals of Education for All (World Bank, 2012).

The study done by Sheninger (2011), developed countries like USA and Japan have a large pool of highly skilled human resources. This has enabled them to not only exploit local natural resources but also to negotiate for the resources and other countries. Smith (2015) noted that primary school education is a fundamental ingredient for creating economic development he further argued that in the United States of America it has been more important than increased capital in accounting for worker productivity and US economic growth.

Education is the process of acquiring and developing desired knowledge, skills and attitudes among pupils. Education is therefore geared towards nurturing the growth of the

whole person through an integrated development of the physical, intellectual moral and spiritual dimension. Formal education remains the main avenue for social economic development and social mobilization in any society (World Bank, 2012).

Proper leadership is very significant because it increases the effectiveness and proficiency of management sustainable performance and the effective management of resources. Emphasizing on the need for proper leadership, Maicibi (2015) observes that proper leadership practices lead to effective performance in learning institutions. In this regard leadership effectiveness is most conveniently quantified by the organizational outcomes.

Passes (2015) in her study on teacher competence and its effect on pupils' performance in Mozambique schools found out that the age and the years of experience of the school head had an influence on motivating the teaching staff which in turn influenced pupils performance in National Examination. Mwita (2010) in his study on social capital and academic achievement in Kenya noted that the level of engagement of the principal evidenced by supervision of teachers, good interpersonal interactions with parents had a positive effect on performance in National Examinations. Statistics shows that, 2016 indicated that while some schools in this sub county have consistently performed well in KCPE, others have consistently preformed poor. Studies conducted in Kenya on the reasons for low KCPE performance have identified inadequate school facilities, lack of active participation of pupil in the teaching- learning process and other teacher related factors as contributing to low KCPE performance (Mwita, 2010).Very few studies if any have related the specific Head teachers" leadership practices to academic achievement of learners in KCPE in Kisii County. The purpose of this study will be to assess the influence

of Head teachers" leadership practices on academic achievement of pupils in public primary schools in Kisii Sub County.

1.3 Statement of the Problem

Research has shown that the quality of leadership makes the difference between the success and failure of a school in highly effective schools, as well as schools which have reversed a trend of poor performance and declining achievement, it is the head teacher who sets the pace by leading and motivating students and staff to perform to their highest potential. The head teacher who articulates clear goals, holds high expectations of students and teachers, and exercises strong educational leadership which is instrumental to the school in achieving its goals. In Kenya, the leadership effectiveness of primary school head teachers is mainly gauged by the pupils' academic performance in KCPE examinations. Despite the crucial value of high academic achievement, KCPE performance of the majority of schools in Kisii Central Sub County is below average in spite of several researches on academic achievement in primary schools in relation to forms of leadership practices.

Studies on pupil achievement in Kenya have primarily focused on teachers' classroom practices neglecting the potential influence of school leadership. The study explored the effect of school leadership on pupil achievement. In the first phase, the obtained from 35 interviews with teachers and school administrators in Kenyan primary schools, to gain an understanding of how leadership is enacted and experienced in daily school routines.

It was discovered that principal's engagement, demonstrated commitment, sensitivity to and focus on continuous improvement, and openness to information and diverse views,

impacted pupil performance. It was recognized in high but not low performing schools - evidence of the mindfulness, a characteristic associated with high reliability organizations. In the final phase, he used responses from 281 schools. Results indicated that school leadership had moderate but significant indirect effects on pupil achievement. This was ascribed to teachers' perception of these practices as paternalistic and demeaning to their professional expertise.

The primary school education is very crucial in any education system. It provides literacy to members of the society and it is also a gateway to secondary school education which is a catalyst to national development. Examination scores prepare pupils for further formal education and training. The sole purpose of the examination is that it measures academic knowledge that can be memorized and produced in the classroom .Stakeholders, parents and communities are thus concerned about the standards of performance in schools.

Low pupil achievement at KCPE examination often cause public outcry with head teachers baring the blame. There had been pronounced poor performance and recommendations from the previous reviewed studies .Despite that scanty studies had been carried out in Kisii Central Sub County to establish the influence of head teachers' leadership styles on pupils' academic performance. The study sought to investigate the influence of head teachers' leadership styles on pupils' performance at KCPE in kisii Central Sub County.

These empirical studies capture leadership styles administrative duties of supervision but not leadership practices. This study sought to bridge the knowledge gap by investigating leadership practices in relation to pupils' academic achievements in national examinations. Therefore the researcher sought to investigate the effects of head teachers' leadership

practices on pupils' academic achievements in national examination in Kisii Central Sub County, Kisii County.

1.4 Purpose of the Study

The purpose of the study was to investigate the effect of head teacher's leadership practices on pupils 'academic achievements in primary schools in Kisii Central Sub County, Kisii County, Kenya.

1.5 Specific Objectives of the Study

The following specific objectives guided this study:

- i. To investigate the effect of head teachers' communication practices on pupils academic performance in KCPE
- ii. To examine the effect of head teachers' instructional supervision practices on pupils academic performance in KCPE
- iii. To establish the effect of head teachers' motivation on pupils academic performance in KCPE
- iv. To find out the effect of head teachers' role modeling on pupils academic performance in KCPE

1.6 Research Hypotheses

H0₁: Head Teachers Communication practices have no statistically significance effect on pupil's academic performance in KCPE.

H0₂: Head Teachers' instructional supervision has no statistically significant effect on pupils academic performance in KCPE

H0₃: Head Teachers' motivation of teachers has no statistically significant effect on pupil's

academic performance in KCPE

H0₄: Head Teachers role modeling has no statistically significant effect on academic performance in KCPE

1.7 Significance of the Study

Oso and Onen (2009) aver that significance of the study refers to the relevance of the study in terms of academic contributions and practical use that might be made of the findings to School Administrators; Head teachers', Deputy Head teachers', Senior teachers' and Heads of departments, the study findings could be used to improve leadership practices for improved Academic Performance. The study enabled the community in investigating in Education the way it can be expected to translate to quality education .The study adds to the existing body of knowledge on effect of head teacher's leadership practices on pupils' academic achievements in primary schools in Kisii Central Sub County, Kisii County, Kenya. The findings of this study may be useful to the sub county Education office in establishing the status of instructional supervision in Kisii County. The findings of the study may help the Kenya Educational Management Institute to come up with training modules relevant to the reality on ground concerning instructional supervision and strategic planning and this went a long way in improving academic performance in schools.

1.8 Scope of the Study

The scope of the study captures the geographical and methodological boundaries within which the study will be operating (Marylin & Goes, 2013).The study was carried out in Kisii Central Sub County which is located in Kisii County. The study was carried out from March 2018 to August 2019.The study was limited to Head teachers' leadership practices as independent variable and pupil achievement as the dependent variable. Descriptive

Survey design was used in this study to obtain the research data because the researcher dealt with a large population describing specific characteristics of that group of persons or institutions. Data collection was done using questionnaires and document analysis as the main data collection tools. The researcher used Contingency theory of Leadership.

1.9 Delimitation of the Study

The delimitations of the study are the boundaries set by the researcher by conscious exclusionary and inclusionary decisions in regard to the subject of interest (Simon & Goes, 2014). This study was limited to KCPE examination results of three consecutive years (2016-2018.) The study included a sample of 9 public primary schools in Kisii Central Sub County, Kisii County. Research respondents were 68 teachers and 9 Head teachers. The study was also delimited to the factors of communication practices; instructional supervision practices, motivation and role modeling.

1.10 Limitations of the Study

Limitations refer to potential weaknesses in the study that are not within control of the researcher (Kombo & Tromp, 2006). Due to the fact that the questionnaire items are a kind of work appraisal for teachers there were hesitations by respondents to give factual information. As Sharma (2008) noted respondents' tend to over-rate themselves on desirable traits and under-rate they on undesirable traits with self-assessment survey instrument. However, the researcher mitigated the situation by assuring the respondents of anonymity and that the gathered information was meant for academic purposes only to show effect of head teacher's leadership practices on pupils' academic achievements in primary schools.

1.11 Assumptions of the Study

Assumptions in a study are things that are somewhat out of researcher's control, but if they disappear the study would become irrelevant (Simon, 2011). Leedy and Ormrod (2010) posited, "Assumptions are so basic that, without them, the research problem itself could not exist" (p. 62). Assumptions in your study are things that are somewhat 10 out of your control. To guide this study, the following assumptions were made: That head teachers have knowledge, skills and attitudes necessary to influence pupil achievements in Examinations and that the respondents will give true and reliable information about head teachers' roles on pupils' academic matters.

1.12 Theoretical Framework

Kombo and Tromp (2006), explicate that a theoretical framework is a collection of interrelated ideas based on theories. They further observe that the set of ideas or prepositions in a theoretical framework are derived and supported by data or evidence. Theoretical framework enables the researcher to conceptualize the topic in its entirety as an outgrowth of the larger society. This helps the researcher to acknowledge the problem from a wider perspective and not from a narrow personalized self-interest and prejudiced approach thus, enhancing objectivity. The study was anchored on educational production theory by James et al. (2006) and path-goal theory by Robert House in 1971.

1.12.1 Education Production Function Theory

The study was guided by the Education production function theory. Education production function is the application of the economic concept of production to the field of education. The original study that prompted interest in the idea of education production function was

conducted by a sociologists, James et al. (2006), demonstrated the effect of various inputs on pupil's achievements. Education production function relates various school inputs affecting the pupils' learning to measure the outputs. There is little consensus on the definition and measurement of inputs and outputs of education. The school inputs include; facilities and learning resources, teachers' qualifications, syllabus coverage, school administration and the pupil's attitudes. Other inputs according to Coleman report include: socio-economic status of the family, parents' level of education and the parents' lifestyle. The output in this theory is the pupils' performance cum achievement transition to the next level and finally employment.

In this study, quality measures such as communication practices; instructional supervision; head teachers' motivation and role modeling were considered as the inputs. The specific measure of outputs were the grades attained by the pupils in the KCPE examination. The problem with the inputs measures was the qualitative dimensions which was hard to measure and define. However, after all the inputs had been used, their successful output was then measured by the examination results. Examination results provided an easy way to compare performance. The good schools were judged by their production of high scores in examinations and it is their scores which were used in the study. This is because tests are the best known and acceptable measure of output quality in schools (Abdallah, 2010).

The theory is appropriate to the study because it guides the study in the sense that the output as advanced in the theory is the pupils' achievements measured by the scores in the tests. The output is the dependent variable in the study that is, the pupils' achievement in national examinations. The inputs as advanced in the theory include communication practices;

instructional supervision; head teachers' motivation and role modeling were the independent variables; hence the current study fits into the education production function theory.

1.12.2 Path-Goal Theory

The study was guided by the path-goal theory. The path-goal theory of leadership was developed by Robert House in 1971 (Okumbe, 1998). According to House, the essence of the theory emphasizes on how leaders can facilitate task performance by showing subordinates how performance can be instrumental in achieving desired rewards. This theory points out that if they believe that their work leads to things that are highly valued. The theory identifies four leader behaviours thus achievement – oriented, directive, participative and supportive, that are contingent to the environmental factors and followers characteristics. 23 The path goal theory may be applied in school today to achieve good pupils academic in their national examinations for instance KCPE, since teaching is a highly valued work in our society. In the educational institutions, the achievement – oriented leadership behavior should be used by head teacher by setting performance targets and exhibits the confidence that the teaching staff will achieve high standards since they are endowed with the requisite potentials.

This is aimed at raising the standards of pupils' academic performance in all subjects. In conclusion, the path-goal theory stresses that effective leadership is the function of the interaction between the leader's behavior, his subordinates, and the environmental factors. In a school setting, it is clear that head teachers should facilitate task performance to the teaching staff. It also encourages head teachers as instructional supervisors to be actively

engaged in clinical supervision, which improve teachers motivation and performance of pupils at all levels and more so in their Kenya Certificate of Primary Education (KCPE) examination.

1.13 Conceptual Framework

The study was conceptualized as indicated Figure 1.1.

Independent Variable

Head teachers Leadership Practices

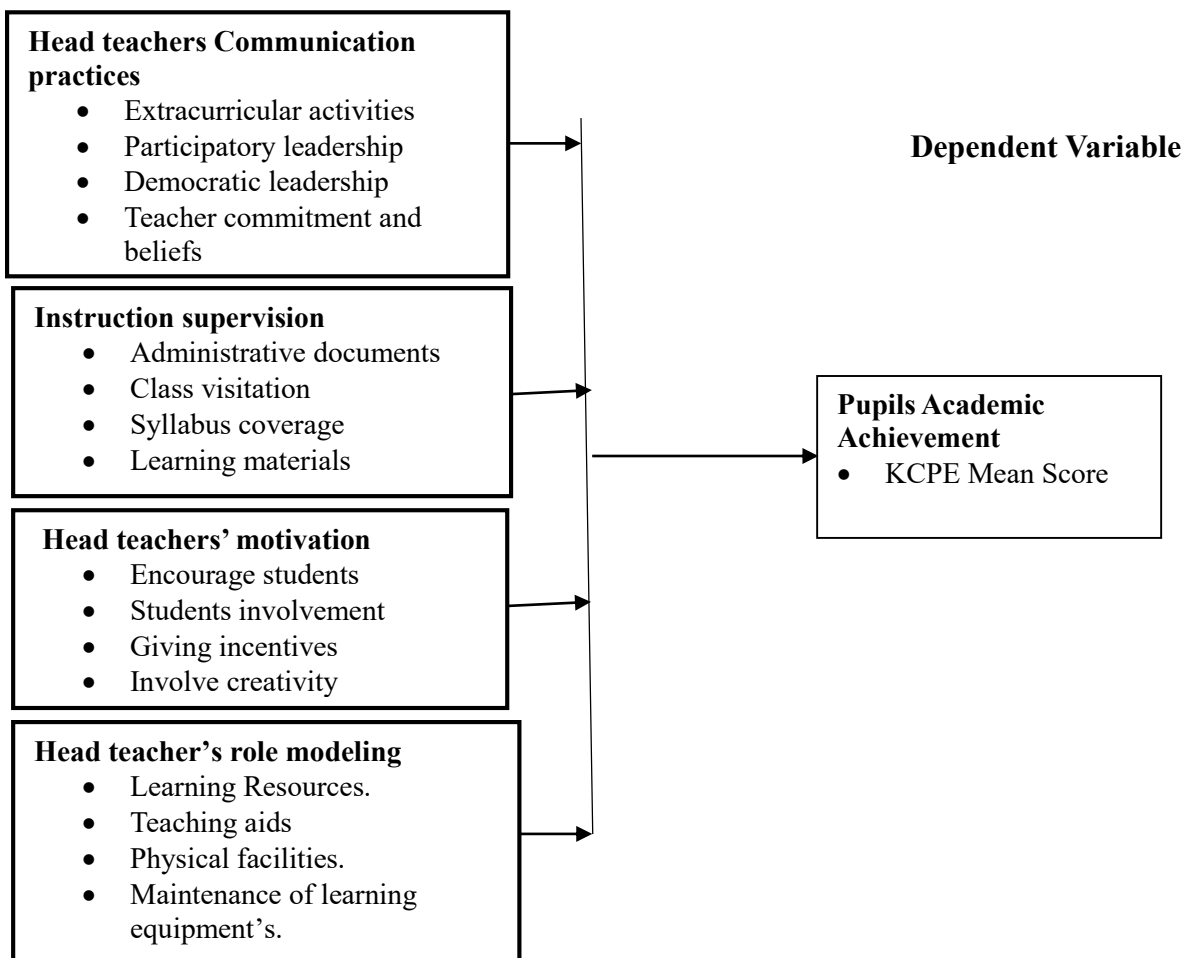


Figure 1.1: Conceptual Framework Showing the presumed Factors that affect Pupils' Academic Performance in KCPE

Communication deals with extracurricular activities; Participatory leadership; Democratic leadership and teacher commitment and beliefs

Improving instruction to enable teachers leads to administrative documents; Class visitation; Syllabus coverage and learning materials teach at their best and students to learn at their utmost; and managing people, data and processes to foster school improvement. Motivation practices leads to role modeling; Cultivating leadership in staff; shaping school vision and communicating clearly instructional supervision deals with classroom instruction and its rationale are to strengthen instructional skills and improve academic performance.

The role modeling does the following; Learning Resources; Teaching aids; Physical facilities and Maintenance of learning equipment's. Checking Teachers Service Commission documents, classroom instructional observation and organizing in-service for teachers so as to fill in the gaps in instruction. Also the head teachers together with the board of management members and other stakeholders prepare school strategic plan which sets the direction of the school, areas of priority, and the tactical steps to be undertaken so as to achieve the objectives. The head teachers and the school management provide adequate physical learning facilities which allow teaching and learning activities to take place effectively. All these practices are the independent variables in the study and they help to improve academic achievement which is the dependent variable in this study. The practices enhance effective teaching and learning process in the school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of the relevant literature in view of the research problem. The chapter was organized in accordance to the study objectives. The review was undertaken in order to eliminate duplication of what has been done and provide a clear understanding of existing knowledge base in the problem area. Empirical studies on effect of head teachers' leadership practices on pupils' academic achievements in primary schools were reviewed and information gaps established. The review captured information from global perspective and narrowed to regional and finally to the site of concern. The chapter closes with the summary of the reviewed literature and research gaps.

2.2 Concept of Head Teachers Leadership

The quality of educational outcomes in an educational organization has been a concern to many stakeholders. School leadership in most cases is held responsible for the educational outcomes. In this context, Armstrong (2004) defined leadership as the ability to inspire people to perform. Therefore even with the availability of resources required in making pupils to perform well in exams, lack of leadership to motivate the teachers and pupils would lead to poor performance. This literature reviewed clearly shows that leadership behavior can indirectly impact on academic achievement of learners. Whether the Head teacher's leadership practices affected academic outcomes in public primary schools in Kisii Central Sub County Kisii County, Kenya is a timely investigation (Renson, 2016).

Stressing on the importance of leadership in schools, Cole (2014), asserted that leadership at work in an Educational institution is a dynamic process where an individual is not only responsible for the groups' tasks, but also seeks the collaboration and commitment of all the group members in achieving goals in a particular context. The foregoing information points to the need for effective leadership practices if schools have to perform well in academics. The current study focuses on the school based factors such as; supervision, strategic planning, and adequacy of learning facilities and how such factors affect academic achievement of learners in public primary schools in Kisii County.

Armstrong (2014) further defines school leadership as influence, power and legitimate authority acquired by a leader to be able to effectively transform the school through the direction of the human resources that are the most important organizational assets, leading to the achievement of desired purpose. The above argument points out that school leadership influences the academic success of the school, this assertion motivated the researcher to investigate on the school leadership factors and the extent to which such factors affect the pupils' academic performance in Kisii County.

School leadership effectiveness is mostly judged by organizational outcomes, such outcomes reflect the pupils' achievement in National examinations. Maicibi (2015) observes that proper school leadership leads to effective performance in learning institutions. This assertion does not specify which specific school leadership practices / factors influence academic performance. This study singles out the three Head teachers' leadership factors: instructional supervision, strategic planning and adequacy of physical

learning facilities and the extent to which each one of them affects academic performance of pupils in Kisii County.

According to Zame, Hope and Repress (2018), in their study about education reform in Ghana, they revealed that leadership is key and the Head teacher has a vital role to play in an effective school. They further suggested that attention be paid on the Head teachers leadership styles in the school. This study focused on the leadership styles of the Head teachers'. It did not specify particular school leadership factors that influence academic outcomes of learners; this is the gap that the current study sought to fill by identifying particular school leadership factors that affect academic outcomes of pupils in Kisii County Kenya. Their study was carried out in Ghana, while this study was carried out in Kenya a country that has a different social, economic and political setting.

2.3 Effect of Headteachers' Communication Practices on Pupils Academic Performance

According to Downs, C. (2017) communication serves four major roles. First is the informative role. The role of communication here is to provide information to the members in the organization. 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 organization or institution. The students can understand the management or administration and the policies of the organization 12 clearly. Without communication no instructions or information can be he 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 (2012) in his study on Development and Communication explains that without communication no organized action is possible. Social systems can only form and endure if the participating persons are linked to each other by communication. The survival of any organization depends on effective communication. Effective communication is therefore a prerequisite for a school to achieve its objectives. Without effective communication among the school administrators, teachers and students, disharmony and poor working environment may result. Luthans (2018) the studies has pointed out that organization ineffectiveness arises partly out of the difficulty in the exchange of information between the members at various. Some managers believe that poor communication wastes more time and money than any other organizational problem, as communication has such a vital influence on the success of any organization. A headteacher in any given school is responsible for the day to day running of a school and its success in academic performance. The responsibility of motivating the staff and improving the academic performance and general standards within the school, lies solely on him or her. When they perform their duties well, the academic performance is likely to improve, (Muyiera, 2012). Doobs (2011) states that the communicator (head teacher) must be located with respect to his position in the communication network. He may initiate a communication, act as an intermediary between a communicator and audience or at first function as an audience and later retransmit the communication he or she has received.

According to the study done it was found out that most teachers want students to ask questions when they do not understand a concept that is being taught. It is truly the only way a teacher knows whether you really understand something. If no questions are asked, then the teacher has to assume that you understood that concept. Most teachers

want students to ask questions when they do not understand a concept that is being taught. It is truly the only way a teacher knows whether you really understand something. If no questions are asked, then the teacher has to assume that you understood that concept. Good students aren't afraid to ask questions because they know that if they do not get a particular concept, it could hurt them later on when that skill is expanded. Asking questions is often beneficial to the class as a whole because chances are if you have that question, there are other students who have that same question (Bell, 2012).

Earlier research has focused to explore the factors that are related to the academic performance of primary pupils (Renspn, 2016) in this study to develop a model for academic performance of pupils of primary schools of Gujarat, Gujrat, Pakistan. For the development of model using Structure equation modeling, first of all we use Confirmatory factor analysis to confirm the considered factors.

The perfect student isn't necessarily the smartest student. There are plenty of students who are blessed with natural intelligence but lack the self-discipline to hone that intelligence. Teachers love students who choose to work hard no matter what their level of intelligence is. The hardest working students will ultimately be the most successful in life. Being a hard worker in school means completing assignments on time, putting your maximum effort into every assignment, asking for extra help when you need it, spending the time to study for tests and quizzes, and recognizing weaknesses and looking for ways to improve (Beach, et al. 2010).

Being involved in extra-curricular activities can help a student gain confidence, which can improve academic success. Most schools provide a plethora of extracurricular activities

that students can participate in. Most good students get involved in some activity whether it is athletics, Future Farmers of America, or student council (Bernstein, 2016).

2.4 Effect of Headteachers' Instructional Supervision on Pupils Academic Performance

Hoerr (2018), head teachers instructional supervision efficiency might cause a significant impact on pupils' education performance, firm administration and employee growth. The governance can encourage people relations, institution development in partnership with stake holders like pupils, teachers, non-teaching staff, parents and community at large. Daresh and Playko (2012) carried out a research on how supervision impacted on curriculum implementation in schools in Boston. Findings revealed that supervision done in areas of checking on lesson plans, schemes of work, registers and other administrative documents had a positive impact in academic performance of students. Achieng (2015) found that checking of teachers' record of work, classroom visitation/observation, ensuring syllabus coverage, and provision of learning materials for pupils by the head teachers significantly influences pupils' performance.

In Germany, essential modifications are presently executed implemented whereby distinct meaning is attributed to many attributed struggles for excellent guarantee and valuable growth. This put together, the principle says: The center of attention is the personal advancement of learners. This is the objective to attain "succeeding via academic". Through cumulative school freedom the institution administration are obliged by the law to honor the personal academic role of the institution.

The institution administration is enhanced by compulsory peripheral assessment Schulinspektion, (2013) aimed at providing specific learning institution with understanding with regards to value of growth. In the previous years, the space of responsibilities of the head teacher has extended owed to assessments for the lawful autonomisation of learning institutions. As a measure of safe guarding the value of the lessons, the head teacher is also in charge for lesson management , employee growth and institution growth in addition to scheduling of advanced training, employee management and, where relevant, for the management of finances (Bell,2012).

Management of instruction in Nigeria today can be tracked back to 1982 Education regulation. It was the initial effort by the colonial government to create some system of controlling the progress of learning institutions. The regulation called for the creation of a common board of education which was to assign a superintendent of learning institutions in West Africa. The selection manifested the commencement of the appreciation of the prerequisite for a type of managerial roles in the academic structure (Best, 2014).The Federal Republic of Nigeria,(2013) identified management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluating students' progress and achievement, promoting and enhancing learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of school heads.

In Kenya, instructional supervision has often been seen as the major vehicle via which to improve teaching and learning in schools, with head teachers as instructional supervisors. As the Republic of Kenya Ministry of Education, Science, and Technology (2003) noted,

head teachers as the administrators of their schools have the obligation to make sure that teachers execute the scheduled curriculum and that learning is in fact going on. Supervision in Kenyan primary schools is delegated to the Ministry of Education in accordance with the provision of the Education Act Cap 211 of 1968 revised 2013 (Republic of Kenya, 2013), which authorizes the Minister for Education to promote the education of the people of Kenya. The main objective of such a legal provision is to help the Minister for Education as a representative of the government and the Kenyan people to gratify himself/herself that educational values are being sustained. To attain this goal, the Directorate of Quality Assurance and Standards has strived to plan some visits to schools by Quality Assurance and Standards Officers (QASOs), to carry out general supervision (Basic Education Act, 2013).

Makori (2011) asserted that teachers' lack of attendance to classes would be witnessed daily if supervision was rarely carried out, since some teachers combine teaching with other businesses which causes poor performance. This shows that if quality education is to be achieved in schools, then strict supervision must be heightened. Daresh and Playko (1992), in Kimosop (2002) established that through supervision by of checking teachers' professional records, a significant effect was achieved in students' academic performance in Baringo district.

This in in agreement with a study by Mwita (2010), that found out that 70% of instructional supervisors in Kisii Sub County evaluated and guided teachers on suitable preparations and keeping of professional records and this contributed to higher performance in the district. Other important professional documents in instruction include schemes of work,

lesson plan, records of work, progress records and class attendance register.

According to Kimeu (2010), school heads ought to visit the classroom more frequently to inspire the viewing of teachers and then plan for post observation conferences where matters of supervision are discussed. Maicibi (2015) in Olembo (2011) noted that physical observation of lesson presentation is the only way a head teacher can gain an insight into the quality of teaching and learning in the school.

2.5 Effect of Headteachers' Motivation on Pupils Academic Performance

These activities provide so many learning opportunities that a traditional classroom simply can't. These activities also provide opportunities to take on leadership roles and they often teach people to work together as a team to accomplish a common goal. Motivation comes from many places. The best students are the ones who are motivated to be successful. Likewise, students who lack motivation are the ones who are the hardest to reach, are often in trouble, and eventually, drop out of school. Students who are motivated to learn are easy to teach. They want to be at school, want to learn, and want to succeed. Motivation means different things to different people. There are very few people that aren't motivated by something. Good teachers will figure out how to motivate most students in some way, but those students who are self-motivated are far easier to reach than those who aren't (Best, 2014).

The belief that leadership matters when it comes to academic outcomes is generally an accepted discourse within educational leadership studies. Despite this general agreement in school leadership studies, some scholars have questioned the validity of this claim (Witziers, Bosker & Kruger, 2013). Those that hold this divergent position have argued

that there is no sufficient proof that school leadership really matters. Some empirical studies, especially in Netherlands have reported findings of no significant proof that school leadership really matters. Some empirical studies, especially in Netherlands have reported findings of no significant influence of school leadership on pupils' academic outcomes (Halling et al. 2012).

Motivation has been defined as an internal process that energizes, directs and sustain a certain behavior. Therefore it is the force that causes an individual to behave in a particular manner (Ololube, 2015). According to Kamper (2016), motivation has three facets which include needs, drives and achievements. Need is an internal state that makes outcomes seems favourable and attractive. The employees must have a motive to perform a task, unless there is a motivator, a demotivators arises which slows them down. It is for this reason that organization uses incentives to boost motivation of workers which may include better working condition, better terms and condition of services (remuneration), reduction of workload, better command structure (supervision) Ryan&Deci (2000). The term motivation derives from the Latin word movers, “to move”. It is virtually impossible to determine a person’s motivation until that person behavior or action an individual performs at each moment in time, the initiation and persistence

Bennel, (2004) asserts that a reward in form of pay has a strong impact on the employees’ performance. This is in agreement with Wayne when they state that pay is one of the most powerful motivating tools. Similarly, Meir (2012) emphasizes the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious extrinsic reward.

Cheptoek (2000), in her study about job satisfaction of workers recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs. A study on difference among levels of employees in terms of rewards was researched by Nambasa (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and medical and house allowances are equally important for the motivation of teachers. 2.7 Workload and effects on motivation on teachers According to Nambasa (2013), increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major demotivators in many countries. What is expected from teachers is not pitched at a realistic level in many countries given material rewards, workloads, and work and living environments.

Large class sizes and heavy workloads in relation to pay (the 15 cl Port-price of work) also make teachers resistant to the introduction of new teaching methodologies and other innovations. While students-teacher ratios are very high in many countries, they do not appear to have increased appreciably during the last 10-15 years in the majority of the developing countries. However, the introduction of free universal primary education in many countries has generally resulted in larger classes, especially in the secondary schools, which tend to stress teachers hence de-motivating them (Aacha, 2011). 2.7 Career advancement and teachers motivation According to Cheptoek (2010) teachers appreciate the opportunity to follow a professional career path that allows them to grow and receive recognition as professionals. The career development is only possible through continuous learning, according to Ololube (2015), in Uganda, the continuous workshops and seminars

that are held by teachers are very tedious and demeaning, in addition teachers are not permitted to give input in the type and content of the courses to cover. According to Cheploek (2001), the excessive amount of time devoted to administrative and non-curriculum tasks as well as coping with constant changing syllabuses means that teachers' do not have adequate time to study, and so (lie chances of promotion becomes fewer.

Motivation is either intrinsic or extrinsic, Intrinsic motivation, derive from within the person or from the activity itself, positively affecting behaviours, performance and wellbeing of the individuals, while extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige and positive evaluation among others (Bennel,2004).

There are different views from scholars on which factors between intrinsic or extrinsic are more influential in determining motivation level of employees, in this case the teachers. According to some scholars like Sansone and harackiewicz (2010), intrinsic factors which me derived from the job itself are more influential than extrinsic. But there are other scholars who lake it differently According to Ryan and Dcci (2010) the extrinsic factors which include rewards and prestige are more influential than intrinsic factors implying that Intrinsic motivation is an inducement derived from within the person or from the activity itself and, positively affects behavior, performance, and wellbeing (Ryan & Deci, 2010).

In contrast to extrinsic motivation, intrinsic motivation is said to exist when behavior is performed for its own sake rather than to obtain material or social reinforces. In this study, intrinsic motivation of teachers included job satisfaction of derived from teaching, enjoyment of leaching, the challenging and competitive nature of teaching, recognition,

career development, and control over others and, teaching as one's goal in life. In the study the research will explore extent to which intrinsic and extrinsic motivation factors influence teachers on performance of students. 17 The study will fill the gap of knowledge about which factors amongst intrinsic or extrinsic influence teachers on their performance in school.

2.6 Headteachers' Role Modeling on Pupils Academic Performance

According to the study done by Cheptock (2010), School leaders need awareness about the actions that make them role models of professional development. To sum it up, principals can be models through reflective practices, continuous learning, progress monitoring, and being open with faculty and staff regarding personal growth. Let's explore each of these actions principals can perform.

Reflective practice is an action in which a person engages in critical conversation about their own approach to a given area. When it comes to principals, reflective practice is very important to get teachers to grow professionally. To illustrate this, let's take Anne's example. When Anne meets with teachers, she refers to recent research she has read. She concentrates on specific topics such as classroom behavior management skills. Anne even refers back to the time she was a teacher and makes a critic of her own past practices and how she could have been better in the area of classroom behavior management skills. Then, she invites teachers to do the same. This reflective practice allows teachers to feel comfortable analyzing their own teaching performance. As a consequence of this reflective practice, teachers can identify areas that need improvement and work in order to improve (Aacha, 2011).

In addition, a good reflective practice for principals is the one in which they often stress the importance of continuous learning to teachers. For example, Anne is very aware of the fact that a teacher who learns all the time has a positive impact on students' learning. Thus, Anne often speaks about this need in meetings. Constant reminders of the importance of professional development allows teachers to think about it and feel motivated to learn more all the time.

Any professional can access continuous learning nowadays. This includes both formal training (i.e., a higher degree, a university class) and informal training (i.e., reading on new education trends, new research, attending a webinar). Modelling is shorthand for role-modelling and the power of example. Teachers and headteachers are strong believers in setting an example because they know this influences students and colleagues alike. Furthermore, successful headteachers know that leading by example is essential.

If staff think a headteacher lacks credibility – cannot pass muster, so to speak, on key aspects of school life (for example, maintaining good order during school assembly, confidently leading a staff meeting, dealing with challenging parents) – then the headteacher is in deep trouble. It is crucial for the new headteacher to get these fundamentals right from day one or things will slip away from them very quickly and, when credibility has gone, then credibility has gone. Credibility is quickly lost and slow to be recovered (Ololube, 2015).

Research shows that teachers watch their leaders closely (South worth, 2004). Teachers and support staff watch what their leaders do because they want to know whether the leaders' actions are consistent over time and to test whether their leaders do as they say.

These observations are really tests of a leader's integrity. Staff closely observe their leaders to see if they can 'walk the talk', because teachers do not follow leaders who cannot walk the talk. Successful leaders are aware of this: they recognize that they have to set an example and use their actions to show how colleagues should behave. They also understand that by setting an example they are both demonstrating that certain ways of working really work and, therefore, they are influencing colleagues' thinking and behaviours. Headteachers know they must be prepared to do themselves whatever they ask others to do. This is why heads and deputies and members of the leadership team are often among the first to arrive and the last to leave the school, why they invest extra effort in preparing their assemblies or planning meetings, and why they lend colleagues a helping hand, listen to their concerns and notice their successes (Cheplock, 2011).

Effective leaders know that they are on show. This notion of 'on show' is similar to a leaders' awareness of being 'on stage' and the notion of 'performance' in role theory: successful leaders understand that they are being watched and use their visibility to their advantage by playing to their audiences. This is not about putting on a show in a self-indulgent fashion; it is concerned with being aware that they are visible, observed and listened to. Therefore, they choose their words with care and ensure, as far as they can, that their words and deeds are in harmony. Successful leaders know that it is their behaviour that counts and they monitor themselves and how they are behaving in order to ensure they are walking the talk. Indeed, the most successful leaders go beyond understanding that they have to walk the talk: they know that, in terms of influencing others, the walk **is** the talk (Cheplock, 2011).

Leaders are closely observed by their colleagues, and what leaders pay attention to gets noticed. Leaders who do not take an interest in teaching, learning, behaviour and classrooms are quickly judged by their teacher colleagues to be uninterested in them. By contrast, leaders who regularly visit classrooms, check on discipline in the playground, encourage colleagues to talk about their teaching successes and concerns, and ensure that meetings of teachers focus on teaching demonstrate that they remain strongly connected to classrooms and are consistently unrelenting about them. Teaching is the core business. In the commercial world, can one imagine a successful supermarket manager who did not have a detailed and hands-on understanding of retail? Headteachers cannot delegate their responsibility for the essential purpose of schooling (Meir, 2012).

The power of example is often present during formal performance management processes. When a leader is working with a teacher on an aspect of pedagogic improvement or addressing an area of underperformance, how the leader conducts the discussion and provides examples of outstanding performance is important because how the leader conveys the content, and the validity of the content, both matter. Individuals who are being appraised sometimes object not so much to the content – judgments of their performance – as to how these are expressed and communicated. Successful leaders know this; they are alert to their own behaviour in order to set an example and lead by example (Meir, 2012).

Effective teaching depends on the availability of sustainable, adequate and appropriate teaching and learning resources such as text books, laboratories, and laboratory equipment's, workshops, library, visual and audio-teaching aids like radio, 19 television, playground, agricultural farm, and classrooms and so on. Availability of teaching and

learning materials increases interaction and effectiveness in the learning process, which in turn leads to good performance of pupils' in national examinations (Chiriswa, 2002). Studies carried out by Maundu (2012) found out that there is a positive and significant relationship between pupils' achievement in academics and the level of adequacy of text books. Kombo (2018) argues that of all what we hear and see, we learn only about 10% through our sense of hearing and 80% or more through the sense of sight; we retain 20% of all that we hear, and 50% of what we both see and hear. From this view it would appear that the use of variety of teaching aids or resources can greatly benefit pupils.

This is so because varied resources increase the chances of greater perception, understanding, reinforcement and retention of the subject matter. Consequently, it would appear that inadequacy of school facilities would affect the quality of education and subsequently pupils' academic performance. Resources are the vital inputs needed to effectively conduct instructional activities at all levels of the educational systems. It is the responsibility of the head teacher to ensure that there are adequate resources to implement the school curriculum. Physical facilities are very important in every school if education is to succeed. These facilities include school buildings and grounds, equipment needed in and incidental to instruction (Olembo, Wanga and Karagu, 2012). One of the duties of a primary school head teacher in Kenya is to procure and manage school resources for effective implementation of the curriculum. Eshiwani (2018) noted that one of the factors that caused poor KCPE performance was lack of learning and teaching 20 materials which demotivated learners. He also noted that most schools which performed poorly spend less money on the purchase of teaching/learning resources. In dealing with physical facilities a head teacher has to bear in mind where to house the educational program, the population to be served

by the facility, and ensure that financial resources are readily available for the school expansion (Eshiwani, 2018).

Campbell, Bridges, Corbally, Nystrand, and Ramseyer (2017) cited one of the Head teachers' task area as management of physical resources. This includes provision of all the relevant physical facilities, ensuring their proper use and maintenance, authorizing and approving the purchase of all teaching/ learning equipment in consultation with the departmental heads. Mbiti (2014) states that when school equipment and supplies are delayed, teachers cannot be expected to do their work properly. This will lead to poor teaching and poor performance by pupils in national examinations. Ngala (2017) note that in effective schools, teachers and administrators plan, design, research, evaluate and prepare teaching materials as a team and the administrators allocate time and resources consistent with priorities that have been announced. Indosi (1993) argues that the use of Textbooks among other materials raises academic standards and efficiency of a school system. This study will establish whether Head teachers procure and mobilize educational resources to ensure effective curriculum implementation that guarantee optimum pupils academic performance.

2.7 Summary of Literature Review and Information Gaps

The literature reviewed in this section show that school leadership is an important aspect in improving the pupils' outcomes in national examinations. If quality education has to be provided then proper school leadership has to be established in schools. This review ranges from global to local regions, the objectives also have been provided to indicate how this research adds to the body of knowledge already in existence. Thus the empirical studies

captures leadership styles administrative duties of supervision but not leadership practices thus the researcher will purpose to bridge the knowledge gap by investigating leadership practices in relation to pupils' academic achievement in national examinations.

It was also found that most head teachers in Uganda used this kind of leadership in order to create ownership. The findings of the study also showed that no one kind of leadership style was used in schools. Although the democratic style was the most preferred, it was found that depending on situations in schools, leaders tended to use the different leadership styles and at times used other styles of leadership. It was established that where the democratic style of leadership was practiced, the school was likely to achieve good overall school performance.

Ngugi (2006) observed that head teachers who used democratic leadership style posted high exam results. No significant relationship was found between the autocratic leadership style and academic performance in public secondary schools in Maragua district, Kenya. Onyango (2008) stated that good academic performance in KCSE was exhibited by schools whose head teachers were having a mixture of autocratic (Task-oriented behaviour) and democratic leaders (relationship-oriented behavior). From the following studies, it was still not clear whether a particular leadership style resulted in the most effective form of organizational behaviour.

The Kenyan education system is examination oriented and so performance of a student in national examinations is very important. The exam results of KCPE determine the type of secondary school the student is admitted to. The numbers of secondary schools are few compared to the number of students. This means that the students with low

marks end up missing admission in secondary schools. When a school does well In KCPE. It is, the head teacher who is praised and when it performs poorly, it is the head teacher who is blamed.

The reviewed literature gave a working definition for the purpose of the study as the process in which one person successfully exerts influence over others to reach the desired objectives in an organization. Leadership style was defined as a particular behaviour applied by a leader to motivate his or her subordinates to achieve the objectives of the organization. The literature reviewed discussed three leadership styles namely, the autocratic style, democratic style and laissez-faire. In the autocratic leadership style, the leader held all the authority and responsibility. There was little or no group participation in decision making and there was close supervision.

In the democratic leadership style the workers were involved in decision making and this promoted high morale among the workers. In the laissez-faire leadership style, the leader waived responsibility and allowed workers to work as they chose with minimum interference. The advantages and disadvantages of each leadership style were also discussed. Several empirical studies on influence of head teacher's leadership styles on students' performance were reviewed. This study indicated different findings. For some studies there were relationships while in others, there were no relationships between leadership styles and students' performance in national examinations. There was no consistency in the findings related to the variables.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter contains information of research design, target population, description of research instruments, description of sample and sampling procedures, description of data collection procedures, validity and reliability of the instruments, data analysis and presentation.

3.2 Research Design

A research design is a strategy that shows how the problem under study was resolved (Orodho, 2014). Descriptive survey design was used in this study. The design was considered suitable because it enables the researcher to collect information about the attitudes, opinions and habits of the respondents in order to establish the current situation (Orodho, 2014). The researcher administered questionnaires to head teachers and teachers to effect of head teacher's leadership practices on pupils. Academic achievements in primary schools in Kisii Central Sub County, Kisii County, Kenya.

3.3 Location of the Study

The study was carried out in Kisii Central Sub County which is in Kisii County the former Nyanza Province in southwestern Kenya. Its capital and largest town is Kisii. The county is inhabited mostly by the Gusii people. Kisii Central Sub County.

The choice of the Sub-county was based on the fact that, public primary schools in the Sub-county have been performing poorly due to lack of head teachers leadership practices on pupils over the last 7 years in KCPE. The results provided by the Sub county education office indicated the Sub-county had a mean score of 225.7 in 2008, while in 2009,2010,

2011, 2012, 2013,2014 the Sub-county had a mean score of 227.3, 226.51, 229.51, 235.72, 240.96, 239.84 respectively. This indicates that the Sub-county hardly attain the minimum 250 mean score in KCPE.

3.4 Target Population

Population is defined as all individuals and organizations that make up study universes (Kothari 2014). The population target of this study was drawn from 20 public primary schools which consisted of 20 Head teachers' and 59 teachers in the 20 public primary schools in Kisii Central Sub County, Kisii County. The Head teachers' and the teachers were targeted because they are well informed on the Head teachers' leadership practices and how they influence academic achievements of pupils in public primary schools in Kisii Central Sub County, Kisii County. Therefore the target population was 79 respondents. Therefore the researcher arrived the target population from the records of Kisii Sub County in 2018 for those schools were affected by head teachers leadership practices on pupil academic achievements (Kisii Sub County,2018).The schools were listed in alphabetical order to enable systematic random sampling.

3.5 Sample Size and Sampling Techniques

According to Mugenda and Mugenda (2010) sampling is carefully selecting the sub-group from the accessible population so as to be a representative of the population with relevant characteristics. By selecting some of the elements in the population a generalization about the entire population can be drawn. The researcher used census method since the target population was too small to sample.

The sample size was 9 Head teachers' and 70 teachers. The sample size was 79 since the target population was too small to sample. Therefore the researcher arrived the target population from the records of Kisii Sub County in 2018 for those schools were affected by head leadership practices on pupils academic achievements in Primary Schools (Kisii Sub County,2018). The schools were listed in alphabetical order to enable systematic random sampling.

Table 3.1 Target Population

Strata	Target Population
Head Teachers	9
Teachers	70
Total	79

3.6 Data Collection Measures

The researcher used questionnaires, document analysis and interview schedule as the main tools of data collection.

3.6.1 Head Teachers Questionnaire

Questionnaires for Head Teachers contained structured and semi structured items to ensure all information is captured. It was divided into four sections A, B, C and D. Part A was structured so as to capture demographic information like gender, professional information, in-service courses attended and length of service. Section B was structured to capture information on communication practices, Section C; to capture information on instructional supervision practices; section D; to capture information on motivation and Section E to capture on role modeling.

3.6.2 Teachers Questionnaire

Questionnaires for teachers questionnaires contained structured and semi structured items to ensure all information is captured. It was divided into four sections A, B, C and D. Part A was structured so as to capture demographic information like gender, professional information, in-service courses attended and length of service. Section B was structured to capture information on communication practices, Section C; to capture information on instructional supervision practices; section D; to capture information on motivation and Section E to capture on role modeling.

3.7 Piloting of Research Instruments

The researcher pre-tested the questionnaires and interview guides in one public primary school from Nyamira County, which were not included in the final sample. Hence a total of four schools were used in the pilot study. The purpose of the pilot study was to enable the researcher to test the reliability and validity of the instruments. The tests ensured that the instruments can consistently provide similar results about the impact of head teachers' role on pupils' academic achievement when used repeatedly. Further, the pilot study enabled the researcher to reconstruct the instruments to ensure that they included items that adequately measure the variables of the study

3.8 Validity of Data Collection Instruments

Validity is how well the data collection and data analysis of the research captures the reality being studied (Wiersma & Jurs, 2015). Mugenda and Mugenda (2013), state that the normal process of evaluating content validity of a degree is to search for expert or professional assistance in that specific field. In determining the validity of the survey questionnaires, the researcher presented the drafts questionnaires to academic supervisors for validation

and professional input. The researcher used a pilot group to pretest the instruments of the study. About 79 percent of the sample size is recommended, Mugenda and Mugenda (2013). The 10% of 79 which is 79 teachers participated in the pilot study. The benefits of carrying out a pilot study is that it can offer prior caution with regards to flaws in the instrument in an anticipated study (Simon, 2011). The researcher sought the expert opinion on content and construct validity. The data collection instruments were available to the university supervisors assigned to the researcher for review. The results from the piloting together with the comments from the supervisors were incorporated in the final instrument revisions to ensure its validity.

3.9 Reliability of Data Collection Instruments

Reliability is a measure of the degree to which a research instrument produces consistent results after repetitive trials (Amin, 2015). To ensure high degree of reliability the researcher used test-retest technique. This was carried out by giving out the same research instruments twice to the same pilot group at an interval of one week. Then the correlation coefficient of the scores from two sets of scores was calculated where a Pearson's correlation coefficient of 0.82 was obtained. According to Creswell (2012), in social sciences, a reliability coefficient of 0.6 and above is satisfactory for any research instrument. Thus, the preschool teachers' questionnaire was found to be appropriate for this study

3.10 Data Processing and Analysis

The data collected for the purpose of the study was organized and coded for completeness and accuracy of information at the end of every field data collection day. In the study, both qualitative and the quantitative techniques were used to analyze the data obtained. The

quantitative data was analyzed using the descriptive statistics which involved the use of means, standard deviations, frequencies and percentages with the aid of SPSS version 22 was used. Inferential statistics were used to establish the effect of independent variables on the dependent variable. It included the use of the multiple regression analysis. Where:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Y- Head teachers Leadership Practices

β_0 = Constant

β_1 - β_5 - Coefficient

X_1 –Communication practices

X_2 - Instructional supervision practices

X_3 – Motivation

X_4 – Role modeling

ε –Error

3.11 Legal and Ethical Considerations

According to Resnik (2011), there are several reasons for adhering to ethical norms in research. Norms promote the aims of research, such as knowledge, falsifying or misrepresenting research data, promote the truth and avoid error. Moreover, since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the value that are essential to collaborative work, such as trust, accountability, mutual respect and fairness.

For instance, many ethical norms in research, such as guidelines for relationship, copyright, and patency policies, data sharing policies, and confidentiality and peer reviews, are designed to protect intellectual property interest while encouraging collaborations. Many

of the ethical norms help to ensure that researchers can be held accountable to the public. Besides, norms in research also help to build public support for research. People are more likely to fund the research project if they can trust the quality and integrity of research. Finally, many of the norms of the research promote a variety of important moral and social values, such as social responsibility, human rights, compliance with law, health and safety. Ethical lapses in research can significantly harm human and animal subjects, students and the public.

William et al. (2006) lists some of the ethical issues and informed consent, confidentiality and anonymity. Given the importance of the ethical issues in several ways, the researcher did not take any ones work and where someone's work included, such was acknowledged through quotation and citation. In this study copyright and aspects of patenting was respected and a plagiarism of any form was vehemently avoided. In the entire research period, respondent's identity and confidentiality was observed such that, any data to be obtained was disclosed to any other person. The researcher ensured that human subjects was fully protected, no harm or cruelty and coercion was used in the research process and the results, as promised, was shared with those who was participated in the entire research process.

CHAPTER FOUR

RESULTS AND ANALYSIS

4.1 Introduction

This chapter presents the results and analysis of the data collected in this study. The purpose of the study was to find the effect of head teachers' leadership practices on pupils' academic achievements in Primary Schools in Kisii Central Sub County, Kisii County, Kenya. The study objectives were to investigate the effect of head teachers' communication practices on pupil's academic performance in KCPE; to examine the effect of head teachers' instructional supervision practices on pupils academic performance in KCPE; to establish the effect of head teachers' motivation on pupils academic performance in KCPE and to find out the effect of head teachers' role modeling on pupils academic performance in KCPE. Data collected from head teachers and teachers were analyzed as per research objectives.

4.2 Response Rate

The respondents involved were the school head teachers and teachers. They returned the questionnaires as tabulated in Table 4.1.

Table 4.1: Instrument Return Rate

Respondents	Sampled size	No. collected	Return rate (%)
Head teachers	9	5	95
Teachers	70	60	95

Table 4.1 shows that the average questionnaire return rate was 95 % which according to Mugenda and Mugenda (2010) is an acceptable proportion and can be termed adequate for analysis.

4.3 Background Information

This section presents the background characteristics of the respondents in the study. It explores their gender, professional qualifications, length been a head teacher, attendance if in-service training in educational management and the role in the hospital age, gender, level of education were captured.

4.3.1 Respondents' Gender

This study wanted to establish the respondents' gender, and the responses were captured in Table 4.1 below.

Table 4.2 Respondents' Gender

Gender	Frequency	Percentage	Total
Male	40	57.1	57.1
Female	30	42.9	42.9
Total	70	100.0	100.0

The results revealed that the male were 57.1% and female were 42.9%. From these findings we can infer that majority of the respondents were male.

4.3.2 Professional Qualification

To establish the academic qualification of head teachers and teacher respondents, the respondents were asked to indicate their academic qualifications and their responses were captured in Table 4.2. Their academic qualification were as follows Doctorate, Masters,

Bachelors, Diploma and certificate.

Table 4.3 Professional Qualification

Professional Qualifications	Frequency	Percentage	Total
Doctorate	2	2.0	2.0
Masters	7	10	10
Bachelors	10	15	15
Diploma	23	33	33
Certificate	28	40	40
Total	70	100.0	100.0

From the findings in relation to professional qualification were Doctorate 2 (2%), Masters 7(10%), Bachelors 10(15%), and Diploma 23(33%) and certificate 28(40%). Therefore the findings indicated that majority were Certificate 28(40%) while the minority were Doctorate 2(2%).

4.3.3 Teaching Experience in Years

The study sought to establish the teaching experience of teachers and head teachers. They were requested to indicate how long they have worked as head teachers or teachers in their schools. Their responses were shown in the Table 4.5.

Table 4.4 Teaching Experience in Years

Duration as Head teacher	Frequency	Percentage	Total
Less than 1 year	6	8.6	8.6
1-5 Years	11	15.7	15.7
6-10 years	11	15.7	15.7
Above 10 years	42	60.0	60.0
Total	70	100.0	100.0

Data contained in Table 4.3 showed that 60% of the head teachers were experienced leaders having served as head teachers for over 10 years. The study further established that 8.6% of the head teachers had less than one year experience, 15.7% had between 1-5 years' experience and the remaining 15.7% had between 6-10 years of experience. The study also revealed that the majority of the teachers had 5-10 years' experience and the minority had 15 years and above experience. It shows the relevance of head teacher's leadership practices on pupil's academic achievements.

4.4.4 In-Service Training in Educational Management

The study sought to find out if the head teachers had attended in-service training. The study findings were as shown in table 4.4.

Table 4.5 In-Service Training

Service	Frequency	Percentage	Total
Yes	27	38.6	38.6
No	43	61.4	61.4
Total	70	100.0	100.0

Data analyzed revealed that 38.6% of the respondents had attended in-service while 61.4% indicated that they had not attended. We can thus conclude that the majority of the head teachers had not attended in-service training.

4.4.5 Training Agency

As a follow up question, the study sought to establish the training agency that had been attended by the respective respondents for in-service training. The findings are in table 4.5 below.

Table 4.6 Training Agency

Training Agency	Frequency	Percentage	Total
KEMI	17	62.9	62.9
KEPSHA	10	37.1	37.1
Total	27	100.0	100.0

From the data collected it was established that 62.9% of the respondents indicated that they had attended their in-service training at KEMI while 37.1% had attended in-service training at KEPSHA. From these findings we infer that the majority of the respondents attended their training at KEMI.

4.4.6 In-Service Training Benefits Head Teachers

The researcher sought to find out if the head teachers thought in-service training benefits them.

Table 4.7 In-Service Training Benefits Head Teachers

Benefit	Frequency	Percentage	Total
Yes	39	55.7	55.7
No	31	44.3	44.3
Total	70	100.0	100.0

From the data collected and analyzed, the findings revealed that 55.7% of the respondents indicated that in-service training is beneficial to them while the remaining 44.3% indicated that it was not beneficial. From these findings we infer that the opinion on whether in-service training is beneficial is evenly distributed between those who think it does and those who think it is not.

4.5 Head Teachers' Communication Practices and Pupil's Academic Performance

The first objective of this study sought to investigate the effect of head teachers' communication practices on pupils' academic performance in KCPE. The respondents were provided with a 5 point likert scale and asked to rate their level of agreement with the effectiveness of leadership practices provided. The questionnaire responses were coded such that strongly disagree was rated number 1 while strongly agree was rated number 4. The responses mean summary for teachers (respondents) were computed such that: 1 to 2.5 was considered as 'Disagree' or negative, while 2.6 to 4 was considered as 'Agree' or positive. The analyzed data was summarized in means and standard deviations as depicted in Table 4.7 below.

Table 4.8 Head Teachers' Communication Practices and Pupil's Academic Performance

Descriptive Statistics	N	Mean	Std. Deviation
Being involved in extra-curricular activities can help a student gain confidence, which can improve academic success.	70	3.0857	1.16399
Pupils should be allowed to actively participate through asking questions	70	3.3857	1.09403
Democratic leadership allows the involvement of pupils opinion in decision making	70	3.0857	1.13881
The head teacher's commitment and belief in the students creates a positive attitude among the learners	70	3.4571	1.54812

Results of this exploration are presented in Table 4.7 above. The overall mean response score among the head teachers with regard to the communication practices and pupil's academic Performance in Kisii Central sub-county was 3.28. This value lies in the interval $3.0857 \leq R \leq 3.4571$ which implies that the head teachers appeared to show agreement with effectiveness of various communication practices and pupil's academic used in public primary school in Kisii Central. The overall standard deviation (SD=1.25) an indication of consistency in agreements among the respondents as the data is closely dispersed around the mean.

More particularly, head teachers tended to agree that the effectiveness of the following communication practices on pupil's academic performance leadership practices; Being involved in extra-curricular activities can help a student gain confidence, which can improve academic success (M=3.0857, SD=1.16399), Pupils should be allowed to actively participate through asking questions (M=3.3857, SD=1.09403), Democratic leadership allows the involvement of pupils opinion in decision making (M=3.0857, SD=1.13881), The head teacher's commitment and belief in the students creates a positive attitude among

the learners ($M=3.4571$, $SD=1.54812$).

These results imply that the communication practices among head teachers in Kisii Central sub-county were effective. The respondents strongly agreed with the four statements in the questionnaire thus demonstrating that the respondents were aware of effective communication that leads to positive academic performance.

According to the study done it was found out that most teachers want students to ask questions when they do not understand a concept that is being taught. It is truly the only way a teacher knows whether you really understand something. If no questions are asked, then the teacher has to assume that you understood that concept. Most teachers want students to ask questions when they do not understand a concept that is being taught. It is truly the only way a teacher knows whether you really understand something. If no questions are asked, then the teacher has to assume that you understood that concept. Good students aren't afraid to ask questions because they know that if they do not get a particular concept, it could hurt them later on when that skill is expanded. Asking questions is often beneficial to the class as a whole because chances are if you have that question, there are other students who have that same question (Bell, 2012).

Being involved in extra-curricular activities can help a student gain confidence, which can improve academic success. Most schools provide a plethora of extracurricular activities that students can participate in. Most good students get involved in some activity whether it is athletics, Future Farmers of America, or student council (Bernestein, 2016).

4.6 Head teachers' Instructional Supervision on Pupils' Academic Performance

The study sought to investigate the head teachers' instructional supervision on pupils' academic performance. To achieve the objective, a set of statements in form of a Likert scale were posed to the respondents in regard to head teachers' instructional supervision on pupils' academic performance. The questionnaire responses were coded such that strongly disagree was rated number 1 while strongly agree was rated number 4. The responses mean summary for teachers (respondents) were computed such that: 1 to 2.5 was considered as 'Disagree' or negative, while 2.6 to 4 was considered as 'Agree' or positive. The analyzed data were summarized in means and standard deviations as depicted in Table 4.8 below.

Table 4.9 Head teachers' instructional supervision on pupils' academic performance

Descriptive Statistics	N	Mean	Std. Deviation
Checking on lesson plans schemes of work, registers and other administrative documents	70	3.1429	1.46738
Class visitation to observe the students' welfare helps to boost the learners 'performance.	70	3.1571	1.45754
Ensuring syllabus coverage by doing a follow-up on classroom progress	70	3.3857	1.24686
Provision of learning materials to the pupils influences the pupils' performance.	70	2.9857	1.46943

The overall mean response score for this exploration was 3.16 with a standard deviation of 1.42. The mean response score falls in the interval $2.9857 \leq R \leq 3.3857$ which implies that the respondents agreed with the effect of instructional supervision on pupils' academic performance. The high standard deviation helps as see that the responses were more

concentrated around the mean implying that there was consistency in the responses gathered.

The responses recorded were as follows; Checking on lesson plans, schemes of work, registers and other administrative documents has a positive impact in academic performance of pupils (M= 3.1429, SD=1.46738), Class visitation to observe the students' welfare helps to boost the learners' performance (M=3.1571, SD=1.24686), Ensuring syllabus coverage by doing a follow-up on classroom progress helps to reduce lagging behind in learning of each subject (M=3.3857, SD=1.45754), Provision of learning materials to the pupils influences the pupils' performance (M=2.9857, SD=1.46943)

From the above results the head teachers in Kisii Central Sub County. Generally agreed that instructional supervision had an influence on the students' academic performance.

However, it is important to note that provision of learning materials to the pupil's influences the pupils' performance had the lowest mean response score indicating that it was the least used among all the practices rated by the head teachers.

Finally, the head teachers strongly agreed that ensuring syllabus coverage by doing a follow-up on classroom progress helps to reduce lagging behind in learning of each subject had a mean response score of 3.3857 and a standard deviation of 1.45754).

The findings agree with the study done by Hoerr (2018) head teachers instructional supervision efficiency might cause a significant impact on pupils' education performance, firm administration and employee growth. The governance can encourage people relations, institution development in partnership with stake holders like pupils, teachers, non-

teaching staff, parents and community at large. Daresh and Playko (1992) carried out a research on how supervision impacted on curriculum implementation in schools in Boston.

Achieng (2015) found that checking of teachers' record of work, classroom visitation/observation, ensuring syllabus coverage, and provision of learning materials for pupils by the head teachers significantly influences pupils' performance. In Germany, essential modifications are presently executed implemented whereby distinct meaning is attributed to many attributed struggles for excellent guarantee and valuable growth. This put together, the principle says: The center of attention is the personal advancement of learners. This is the objective to attain "succeeding via academic". Through cumulative school freedom the institution administration are obliged by the law to honor the personal academic role of the institution.

The institution administration is enhanced by compulsory peripheral assessment (Zame, 2018) aimed at providing specific learning institution with understanding with regards to value of growth. In the previous years, the space of responsibilities of the head teacher has extended owed to assessments for the lawful autonomisation of learning institutions. As a measure of safe guarding the value of the lessons, the head teacher is also in charge for lesson management , employee growth and institution growth in addition to scheduling of advanced training, employee management and, where relevant, for the management of finances (Bell,2012).Management of instruction in Nigeria today can be tracked back to 1982 Education regulation. It was the initial effort by the colonial government to create some system of controlling the progress of learning institutions. The regulation called for the creation of a common board of education which was to assign a superintendent of

learning institutions in West Africa. The selection manifested the commencement of the appreciation of the prerequisite for a type of managerial roles in the academic structure (Best, 2014). The Federal Republic of Nigeria, (2013) identified management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluating students' progress and achievement, promoting and enhancing learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of school heads.

4.7 Headteachers' Motivation on Pupils Academic Performance

The study sought to investigate the effect of the head teachers' motivation on pupil's academic performance. The respondents were provided with a likert scale and asked to rate the extent to which they thought the head teachers' motivation had an effect on pupil's academic performance in KCPE performance. The questionnaire responses were coded such that strongly disagree was rated number 1 while strongly agree was rated number 4. The responses mean summary for teachers (respondents) were computed such that: 1 to 2.5 was considered as 'Disagree' or negative, while 2.6 to 4 was considered as 'Agree' or positive. The results of this exploration are presented in table 4.9 below.

Table 4.10 Headteachers' Motivation on Pupils Academic Performance

Descriptive statics	N	Mean	Std. Deviation
Encouraging pupils via motivational speeches, guidance and counseling helps to boost their performance.	70	3.1143	1.19834
Pupils should be involved in schools activities to boost their morale in performance.	70	3.0571	1.12785
An incentive such as gifts for most improved and highest pupils in performance increases the desire for better performance.	70	3.6429	1.48457
Involving pupils in creative arts like drama, music festivals, poems and creative arts allows them to grow academically.	70	3.1714	1.45434

The overall mean response score for this exploration was 3.25 with a standard deviation of 1.32. The mean response score falls in the interval $3.1143 \leq R \leq 3.6429$ which implies that the respondents generally agreed with the effect of head teachers' motivation on pupil's academic performance

The responses recorded were as follows; encouraging pupils via motivational speeches, guidance and counseling helps to boost their performance (M= 3.1143, SD=1.19834), Pupils should be involved in schools activities to boost their morale in performance. (M=3.0571, SD=1.12785), Incentives such as gifts for most improved and highest pupils in performance increases the desire for better performance (M=3.6429, SD=1.48457), Involving pupils in creative arts like drama, music festivals , poems and creative arts allows them to grow academically. (M=3.1714, SD=1.45434).

From the above results the head teachers in Kisii Central Sub County generally agreed with the effect of head teachers' motivation on pupil's academic performance.

Pupils should be involved in schools activities to boost their morale in performance had the lowest mean response score indicating that it was the least used among all the practices rated by the head teachers. Giving an incentive such as gifts for most improved and highest pupils in performance increases the desire for better performance had a mean response score of 3.6429 and a standard deviation of 1.48457 which was on the higher side indicating that it was mostly used by the head teachers to improve the pupils' academic performance.

4.8 Headteachers' Role Modeling on Pupil's Academic Performance in KCPE

The study sought to investigate the effect of the head teachers' head teachers' role modeling on pupil's academic performance in KCPE. The head teachers were provided with a likert scale and asked to rate the extent to which they thought their role modeling from their part influenced the pupils' academic performance in KCPE performance. The questionnaire responses were coded such that strongly disagree was rated number 1 while strongly agree was rated number 4. The responses mean summary for teachers (respondents) were computed such that: 1 to 2.5 was considered as 'Disagree' or negative, while 2.6 to 4 was considered as 'Agree' or positive. The results of this exploration are presented in table 4.10 below.

Table 4.11 Headteachers' Role Modeling on Pupil's Academic Performance in KCPE

Descriptive statistics	N	Mean	Std. Deviation
Availability of learning resources increases interaction and effectiveness in the learning process, which in turn leads to good performance of pupils'	70	3.2571	1.44147
Having a variety of teaching aids provided by the school management helps the pupils to have a better understanding	70	3.2857	1.27567
Physical facilities are very important in every school if education is to succeed. These facilities include school buildings and grounds, equipment needed in and incidental to instruction.	70	2.8714	1.39275
Proper use and maintenance of learning equipment's ensures the students do not lack resources which ensures good performance.	70	3.4857	1.49145

The overall mean response score for this exploration was 3.22 with a standard deviation of 1.40. The mean response score falls in the interval $2.8714 \leq R \leq 3.4857$ which implies that the respondents generally agreed with the influence of head teachers' role modeling on pupil's academic performance in KCPE.

The responses recorded were as follows; Availability of learning resources increases interaction and effectiveness in the learning process, which in turn leads to good performance of pupils' (M=3.2571, SD=1.44147), having a variety of teaching aids provided by the school management helps the pupils to have a better understanding (M=3.2857, SD=1.27567), Physical facilities are very important in every school if education is to succeed. These facilities include school buildings and grounds, equipment needed in and incidental to instruction. (M=2.8714, SD=1.39275), Proper use and maintenance of learning equipment's ensures the students do not lack resources which ensures good performance. (M=3.4857, SD=1.49145).

From the above results the head teachers in Kisii Central Sub County generally agreed with

the effect of head teachers' role modeling on pupil's academic performance in KCPE.

Physical facilities are very important in every school if education is to succeed. These facilities include school buildings and grounds, equipment needed in and incidental to instruction had the lowest mean response score of (M=2.8714, SD=1.39275) indicating that it was the least used among all the practices rated by the head teachers.

Proper use and maintenance of learning equipment's ensures the students do not lack resources which ensures good performance had a mean response score of 3.4857 and a standard deviation of 1.49145 which was on the higher side indicating that it was mostly used by the head teachers to improve the pupils' academic performance.

4.9 Hypothesis Testing

The study applied multiple regression analysis to ascertain both the composite and relative influence of the four independent variables in this study on the dependent variable pupils academic achievement. The mean values associated with the study's four variables communication practices, head teachers' instructional supervision and role modeling.

Table 4.12 Multiple Regression Model Summary

Model	R	R²	Adjusted R²	Standard error of the estimate
1	0.902	0.8136	0.7352	0.2163

Predictors: (constant) Head teachers Communication practices; Instruction supervision Head teachers' motivation and Head teacher's role modeling.

Dependent variable: Pupils' KCPE Performance

Table 4.12 shows that the multiple correlation coefficient R and which is the correlation between the observed values of dependent variable and the values predicted by the multiple regression model, had a value of 0.902. This meant that there was a very strong correlation between the predicted and observed on academic Achievement.

The coefficient of determination R^2 which is the proportion of variance in the dependent variable that can be explained by the independent variables was found to be 0.735 implying that 73.5 % of variance in the level of Academic Achievement.

Table 4.13 Multiple Regression Model Significance (ANOVA)

Model	Sum of Squares	df*	Mean Square	F	Sig.
1 Regression	22.715	4	8.827	46.569	0.013
Residual	9.789	34	0.35		
Total	32.504	38			

df*- degrees of freedom.

Table 4.8 shows that the joint independent variables statistically significantly predict the dependent variable, $F(4, 34) = 46.569$, $p < 0.05$ and thus, the regression model was a good fit for the data. Further, to ascertain the relative contribution of the four independent variables to the dependent variable, the result in Table 4.11 was considered.

Table 4.14: Summary of Multiple Regression Model Coefficients

Model	Unstandardized Coefficient Beta	nts Std. Error	Standardized Coefficients Beta	t	Sig. value
Constant	.348		.287	2.97	0.344
Communication practices	.378	0.155	0.312	2.49	0.002
Instructional supervision	.557	0.162	0.486	4.882	0.008
Teachers and pupils' Motivation	.282	0.124	0.208	3.14	0.142
Role modeling	.561	0.263	0.538	5.229	0.003

Dependent variable: Pupils' KCPE Academic Performance

Table 4.14 reveals that academic achievements is actually determined by KCPE Mean Score. The regression model capturing the hypothesized relationship was given as: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$, where Y = pupils' academic achievement, X_1 = communication practices, X_2 = Instructional supervision practices, X_3 = Motivation while, X_4 = role modeling while ε is the error term. Assuming the error term ε to be zero and substituting the unstandardized coefficients β values, the estimated multiple regression equation becomes: $y = 0.348 + 0.378 X_1 + 0.557 X_2 + 0.282 X_3 + 0.561 X_4$. The β values indicate the individual contribution of each predictor to the model if the effects of all other predictors are held constant. Thus, when the head teachers' communication practices changes positively by one unit, pupils' academic achievement increases by 0.378 units ($\beta = 0.378$). Similarly, when head teachers' instruction supervision practices improves by one unit, pupils' academic achievement increases by 0.557 ($\beta = 0.557$).

For direct comparison and better insight into the importance of predictors, the standardized β values that do not depend on the units of measurement of variables were used. The standardized beta values that give the number of standard deviation that pupils' academic performance would change as a result of one standard deviation change in the predictor. Table 4.14 shows that the head teachers' role modeling had the most significant relative contribution to the prediction of pupils' academic performance ($\beta = 0.538, p < 0.05$), followed by the head teachers' instructional practices ($\beta = 0.486, p < 0.05$), communication practices ($\beta = 0.312, p < 0.05$), while head teachers' motivation practices had the least and insignificant influence ($\beta = 0.208, p = 0.142$).

The four null hypotheses of the study, were tested by considering the t statistic (Table 4.14) that tests whether a β value is significantly different from zero ($H_0: \beta = 0$). The hypotheses were tested at 95% confidence level.

HO₁: Head teachers' communication practices have no statistically significance effect on pupil's academic performance in KCPE in Kisii Central Sub County

In reference to Table 4.10, the unstandardized beta value for head teachers' communication practices was found to be significantly greater than zero ($\beta = 0.378, t(38) = 2.492, p < 0.05$). Subsequently, the first null hypothesis was rejected. It was, therefore, deduced that head teachers' communication practices had a statistically significant influence on pupils' academic performance in public primary schools in Kisii Central Sub County. This meant schools where head teachers' had elaborate communication system, pupils were likely to excel in academic performance.

HO₂: Head teachers' instructional supervision has no statistically significant effect on pupils' academic performance in KCPE in Kisii Central Sub County

Table 4.14 shows that the unstandardized beta value for instructional supervision was significantly greater than zero ($\beta = 0.557$, $t(38) = 4.882$, $p < 0.05$). Subsequently, the second null hypothesis was rejected. It was, therefore, deduced that the head teachers' supervision practices had a statistically significant influence on pupils' academic performance in public primary schools in Kisii Central Sub County.

HO₃: Head teachers' motivation of teachers has no statistically significant effect on pupil's academic performance in KCPE in Kisii Central Sub County

Referring to Table 4.14, the unstandardized beta value for head teachers' motivation of teachers and pupils' practices was not significantly greater than zero ($\beta = 0.282$, $t = 3.143$, $p = 0.142$). Thus, since the value of $p = 0.142$ was greater than 0.05, the null hypothesis **HO₃** was retained. It was, therefore, deduced that head teachers' motivation practices had no statistically significant influence on pupils' academic performance in public primary schools in Kisii Central Sub County. This meant that although head teachers' motivational practices encouraged teachers and pupils to work harder, the influence was statistically insignificant.

HO₄: Head teachers' role modeling has no statistically significant effect on academic performance in KCPE in Kisii Central Sub County

In reference to Table 4.14, the unstandardized beta value for head teachers' role modeling was significantly greater than zero ($\beta = 0.561$, $t = 5.229$, $p < 0.05$). The fourth null hypothesis was hence rejected. It was, therefore, deduced that head teachers' role modeling had a statistically significant influence on pupils' academic performance in public primary schools in Kisii Central Sub County.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the results as per research objectives, summary of the findings and conclusions derived from the findings and discussion. The chapter closes with the recommendations as per the objectives and suggestions of areas of further study.

5.2 Discussion of the Findings

This section discusses the results and analysis (in chapter four) as per the four objectives.

5.2.1 Head Teachers' Communication Practices and Pupil's Academic Performance

The overall mean response score among the head teachers with regard to the communication practices and pupil's academic Performance in Kisii Central sub-county was 3.28. This value lies in the interval $3.0857 \leq R \leq 3.4571$ which implies that the head teachers appeared to show agreement with effectiveness of various communication practices and pupil's academic used in public primary school in Kisii Central. The overall standard deviation (SD=1.25) an indication of consistency in agreements among the respondents as the data is closely dispersed around the mean.

More particularly, head teachers tended to agree that the effectiveness of the following communication practices on pupil's academic performance leadership practices; Being involved in extra-curricular activities can help a student gain confidence, which can improve academic success (M=3.0857, SD=1.16399), Pupils should be allowed to actively participate through asking questions (M=3.3857, SD=1.09403), Democratic leadership allows the involvement of pupils opinion in decision making (M=3.0857, SD=1.13881), The head teacher's commitment and belief in the students creates a positive attitude among

the learners ($M=3.4571$, $SD=1.54812$).

These results imply that the communication practices among head teachers in Kisii Central sub-county were effective. The respondents strongly agreed with the four statements in the questionnaire thus demonstrating that the respondents were aware of effective communication that leads to positive academic performance.

According to the study done it was found out that most teachers want students to ask questions when they do not understand a concept that is being taught. It is truly the only way a teacher knows whether you really understand something. If no questions are asked, then the teacher has to assume that you understood that concept. Most teachers want students to ask questions when they do not understand a concept that is being taught. It is truly the only way a teacher knows whether you really understand something. If no questions are asked, then the teacher has to assume that you understood that concept. Good students aren't afraid to ask questions because they know that if they do not get a particular concept, it could hurt them later on when that skill is expanded. Asking questions is often beneficial to the class as a whole because chances are if you have that question, there are other students who have that same question (Bell, 2012).

Being involved in extra-curricular activities can help a student gain confidence, which can improve academic success. Most schools provide a plethora of extracurricular activities that students can participate in. Most good students get involved in some activity whether it is athletics, Future Farmers of America, or student council (Bernestein, 2016).

5.2.2 Headteachers' Instructional Supervision on Pupils' Academic Performance

The overall mean response score for this exploration was 3.16 with a standard deviation of 1.42. The mean response score falls in the interval $2.9857 \leq R \leq 3.3857$ which implies that the respondents agreed with the effect of instructional supervision on pupils' academic performance. The high standard deviation helps as see that the responses were more concentrated around the mean implying that there was consistency in the responses gathered.

The responses recorded were as follows; Checking on lesson plans, schemes of work, registers and other administrative documents has a positive impact in academic performance of pupils (M= 3.1429, SD=1.46738), Class visitation to observe the students' welfare helps to boost the learners 'performance (M=3.1571, SD=1.24686), Ensuring syllabus coverage by doing a follow-up on classroom progress helps to reduce lagging behind in learning of each subject (M=3.3857, SD=1.45754), Provision of learning materials to the pupils influences the pupils' performance (M=2.9857, SD=1.46943).

From the above results the head teachers in Kisii Central Sub County. Generally agreed that instructional supervision had an influence on the students' academic performance. However, it is important to note that provision of learning materials to the pupil's influences the pupils' performance had the lowest mean response score indicating that it was the least used among all the practices rated by the head teachers.

Finally, the head teachers strongly agreed that ensuring syllabus coverage by doing a follow-up on classroom progress helps to reduce lagging behind in learning of each subject had a mean response score of 3.3857 and a standard deviation of 1.45754).

The findings agree with the study done by Hoerr (2018) head teachers instructional supervision efficiency might cause a significant impact on pupils' education performance, firm administration and employee growth. The governance can encourage people relations, institution development in partnership with stake holders like pupils, teachers, non-teaching staff, parents and community at large. Daresh and Playko (1992) carried out a research on how supervision impacted on curriculum implementation in schools in Boston.

Achieng (2015) found that checking of teachers' record of work, classroom visitation/observation, ensuring syllabus coverage, and provision of learning materials for pupils by the head teachers significantly influences pupils' performance. In Germany, essential modifications are presently executed implemented whereby distinct meaning is attributed to many attributed struggles for excellent guarantee and valuable growth. This put together, the principle says: The center of attention is the personal advancement of learners. This is the objective to attain "succeeding via academic". Through cumulative school freedom the institution administration are obliged by the law to honor the personal academic role of the institution.

The institution administration is enhanced by compulsory peripheral assessment (Schulinspektion) aimed at providing specific learning institution with understanding with regards to value of growth. In the previous years, the space of responsibilities of the head teacher has extended owed to assessments for the lawful autonomisation of learning institutions. As a measure of safe guarding the value of the lessons, the head teacher is also in charge for lesson management , employee growth and institution growth in addition to scheduling of advanced training, employee management and, where relevant, for the

management of finances (Bell,2012).Management of instruction in Nigeria today can be tracked back to 1982 Education regulation. It was the initial effort by the colonial government to create some system of controlling the progress of learning institutions. The regulation called for the creation of a common board of education which was to assign a superintendent of learning institutions in West Africa. The selection manifested the commencement of the appreciation of the prerequisite for a type of managerial roles in the academic structure (Best, 2014). The Federal Republic of Nigeria, (2013) identified management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluating students' progress and achievement, promoting and enhancing learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of school heads.

5.2.3 Headteachers' Motivation on pupils Academic Performance

The overall mean response score for this exploration was 3.25 with a standard deviation of 1.32. The mean response score falls in the interval $3.1143 \leq R \leq 3.6429$ which implies that the respondents generally agreed with the effect of head teachers' motivation on pupil's academic performance.

The responses recorded were as follows; encouraging pupils via motivational speeches, guidance and counseling helps to boost their performance (M= 3.1143, SD=1.19834), Pupils should be involved in schools activities to boost their morale in performance. (M=3.0571, SD=1.12785), Incentives such as gifts for most improved and highest pupils in performance increases the desire for better performance (M=3.6429, SD=1.48457),

Involving pupils in creative arts like drama, music festivals , poems and creative arts allows them to grow academically. (M=3.1714, SD=1.45434).

From the above results the head teachers in Kisii Central Sub County generally agreed with the effect of head teachers' motivation on pupil's academic performance.

Pupils should be involved in schools activities to boost their morale in performance had the lowest mean response score indicating that it was the least used among all the practices rated by the head teachers. Giving an incentive such as gifts for most improved and highest pupils in performance increases the desire for better performance had a mean response score of 3.6429 and a standard deviation of 1.48457 which was on the higher side indicating that it was mostly used by the head teachers to improve the pupils' academic performance.

5.2.4 Headteachers' Motivation on Pupils Academic Performance

The overall mean response score for this exploration was 3.25 with a standard deviation of 1.32. The mean response score falls in the interval $3.1143 \leq R \leq 3.6429$ which implies that the respondents generally agreed with the effect of head teachers' motivation on pupil's academic performance.

The responses recorded were as follows; encouraging pupils via motivational speeches, guidance and counseling helps to boost their performance (M= 3.1143, SD=1.19834), Pupils should be involved in schools activities to boost their morale in performance. (M=3.0571, SD=1.12785), Incentives such as gifts for most improved and highest pupils in performance increases the desire for better performance (M=3.6429, SD=1.48457), Involving pupils in creative arts like drama, music festivals , poems and creative arts allows

them to grow academically. (M=3.1714, SD=1.45434).

From the above results the head teachers in Kisii Central Sub County generally agreed with the effect of head teachers' motivation on pupil's academic performance. Pupils should be involved in schools activities to boost their morale in performance had the lowest mean response score indicating that it was the least used among all the practices rated by the head teachers. Giving an incentive such as gifts for most improved and highest pupils in performance increases the desire for better performance had a mean response score of 3.6429 and a standard deviation of 1.48457 which was on the higher side indicating that it was mostly used by the head teachers to improve the pupils' academic performance.

5.3 Conclusion

The researcher concluded that leadership practices used by head teachers in public primary schools revealed that the majority of the school heads had clear communication channels. However, it is important to note that a sizeable percentage of the respondents also indicated that they did not have clear communication through the available channels showing that clarity of communication channels is still a challenge in schools in Kisii central sub county.

On head teachers' instructional supervision the head teachers in Kisii Central Sub County. Generally agreed that instructional supervision had an influence on the students' academic performance. However, it is important to note that provision of learning materials to the pupils influences the pupils' performance had the lowest mean response score indicating that it was the least used among all the practices rated by the head teachers. Finally, the head teachers strongly agreed that ensuring syllabus coverage by doing a follow-up on classroom progress helps to reduce lagging behind in learning of each subject had a mean

response score of 3.3857 and a standard deviation of 1.45754).

The head teachers in Kisii Central Sub County generally agreed with the effect of head teachers' motivation on pupil's academic performance. Pupils should be involved in schools activities to boost their morale in performance had the lowest mean response score indicating that it was the least used among all the practices rated by the head teachers. Giving an incentive such as gifts for most improved and highest pupils in performance increases the desire for better performance had a mean response score of 3.6429 and a standard deviation of 1.48457 which was on the higher side indicating that it was mostly used by the head teachers to improve the pupils' academic performance.

On head teachers role modeling influence on pupils' academic performance it was found that Proper use and maintenance of learning equipment's ensures the students do not lack resources which ensures good performance had a mean response score of 3.4857 and a standard deviation of 1.49145 which was on the higher side indicating that it was mostly used by the head teachers to improve the pupils' academic performance.

5.4 Recommendations

Based on the study findings and conclusions the study therefore makes the following recommendations:

i) There is need to emphasize the importance of in service training as this provides school managers(head teachers) with the requisite skills required to manage these institution. The majority of the head teachers interviewed indicated that they did not attend any in-service training.

ii) The relevant authorities need to emphasize the importance of application of effective communication practices between the school administration and pupils. Pupils should be allowed to actively participate through asking questions and the head teacher's commitment and belief in the students creates a positive attitude among the learners. Are some of the practices that were shown to have high influence in relation to communication towards the performance of pupils in KCPE examinations.

iii) The head teachers' instructional supervision has a significant effect on the pupils performance with an emphasis on ensuring syllabus coverage by doing a follow-up on classroom progress helps to reduce lagging behind in learning of each subject.

iv) Head teachers' motivation especially by giving incentive such as gifts for most improved and highest pupils in performance increases the desire for better performance.

v) Head teachers' role modeling especially by Proper use and maintenance of learning equipment's ensures the students do not lack resurces ensures good performance.

5.5 Suggestion for further Study

Based on the findings of this study, the researcher suggests:

A related study focusing on a larger area like a county could be carried out to determine if the circumstances in Kisii Central Sub County apply to other counties. The study also suggest that a research on the role of head teachers in ensuring leadership practices and effective supervisory functions in public primary schools could be carried out with a view of finding out how the head teachers ensure the effective supervision of the schools they head. A study to find out the relationship between leadership practices on academic achievements.

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APPENDICES

APPENDIX I: HEADTEACHERS' QUESTIONNAIRE

Preamble

This questionnaire is designed to gather data about yourself and the leadership practices in your school. The questionnaire is to be used for academic purposes only. Kindly complete each section honestly by providing information requested for in order to enable the researcher to carry out a valid and reliable research. Your responses will be accorded great confidentiality; hence do not write your name or the name of your school anywhere in this questionnaire.

SECTION A: Demographic information

1. What is your gender? Male [] Female []

2. What is your highest professional qualification?

Doctorate []

Masters []

Bachelors []

Diploma []

Certificate []

Any other (specify).....

3. For how long have you been a head teacher?

Less than 1 Year [] 1-5 years [] 6-10 years [] above 10 years []

4. Have you ever attended an in-service training in educational management?

Yes [] No []

5. If yes specify the training agency

KEMI [] KEPSHA [] others (specify).....

6. Did you find the in-service training to be of any benefit to you as a head teacher in a given primary school?

Yes [] No []

Briefly explain

SECTION B: Head Teachers Communication practices

7. Head Teachers Communication practices have no statically significance effect on pupil's academic performance in KCPE.

Kindly mark the number which you strongly believe represents your correct agreements with each of the following statements using the scale provided:

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 = Strongly Agree (SA)

Key attributes	Scaling				
	1	2	3	4	5
Being involved in extra-curricular activities can help a student gain confidence, which can improve academic success.					
Pupils should be allowed to actively participate through asking questions.					
Democratic leadership allows the involvement of pupils opinion in decision making					
The head teacher's commitment and belief in the students creates a positive attitude among the learners.					

SECTION C: HEAD TEACHERS' INSTRUCTIONAL SUPERVISION

8. Head Teachers' instructional supervision has no statically significant effect on pupils academic performance in KCPE.

Kindly mark the number which you strongly believe represents your correct agreements with each of the following statements using the scale provided:

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 = Strongly Agree (SA)

Key attributes	Scaling				
	1	2	3	4	5
Checking on lesson plans, schemes of work, registers and other administrative documents has a positive impact in academic performance of pupils.					
Class visitation to observe the students' welfare helps to boost the learners 'performance.					
Ensuring syllabus coverage by doing a follow-up on classroom progress helps to reduce lagging behind in learning of each subject					
Provision of learning materials to the pupils influences the pupils' performance.					

SECTION D: HEAD TEACHERS' MOTIVATION

9. Head Teachers' motivation of teachers has no statically significant effect on pupil's academic performance in KCPE.

Kindly mark the number which you strongly believe represents your correct agreements with each of the following statements using the scale provided:

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 = Strongly Agree (SA)

Key attributes	Scaling				
	1	2	3	4	5
Encouraging pupils via motivational speeches, guidance and counseling helps to boost their performance.					
Pupils should be involved in schools activities to boost their morale in performance.					
Incentives such as gifts for most improved and highest pupils in performance increases the desire for better performance.					
Involving pupils in creative arts like drama, music festivals, poems and creative arts allows them to grow academically.					

SECTION E: HEAD TEACHERS ROLE MODELING

10. Head Teachers role modeling of pupil's on academic performance in KCPE.

Kindly mark the number which you strongly believe represents your correct agreements with each of the following statements using the scale provided:

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 = Strongly Agree (SA)

Key attributes	Scaling				
	1	2	3	4	5
Availability of learning resources increases interaction and effectiveness in the learning process, which in turn leads to good performance of pupils'					
Having a variety of teaching aids provided by the school management helps the pupils to have a better understanding.					
Physical facilities are very important in every school if education is to succeed. These facilities include school buildings and grounds, equipment needed in and incidental to instruction.					
Proper use and maintenance of learning equipment's ensures the students do not lack resources which ensures good performance.					

APPENDIX II: TEACHERS' QUESTIONNAIRE

Preamble

This questionnaire is designed to gather information about yourself and your head teacher's leadership practices for the use of the study; the effect of Head teachers' leadership practices on KCPE performance in primary schools in Kisii Central Sub County Kisii County, Kenya. Your responses will be accorded great confidentiality. Do not write your name or the name of your school anywhere in this questionnaire.

SECTION A: Demographic information

1. What is your gender? Male Female

2. Please indicate your highest professional qualification?

Doctorate

Masters

Bachelors

Diploma

Certificate

Any other (please specify).....

3. For how long have you been a teacher since your appointment by the Teachers Service Commission?

Below 5 years 10-15 years

5-10 Years above 15 years

4. Have you ever attended an in-service training in educational management?

Yes No

If yes specify the training agency

KEMI [] KEPSHA [] others (specify).....

5. Did you find the in-service training to be of any benefit to you as a head teacher in a given primary school?

Yes [] No []

Briefly explain

SECTION B: HEAD TEACHERS COMMUNICATION PRACTICES

6. Head Teachers Communication practices have no statically significance effect on pupil’s academic performance in KCPE.

Kindly mark the number which you strongly believe represents your correct agreements with each of the following statements using the scale provided:

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 = Strongly Agree (SA)

Key attributes	Scaling				
	1	2	3	4	5
Being involved in extra-curricular activities can help a student gain confidence, which can improve academic success.					
Pupils should be allowed to actively participate through asking questions.					
Democratic leadership allows the involvement of pupils opinion in decision making					
The head teacher’s commitment and belief in the students creates a positive attitude among the learners.					

SECTION C: HEAD TEACHERS' INSTRUCTIONAL SUPERVISION

7. Head Teachers' instructional supervision has no statically significant effect on pupils' academic performance in KCPE.

Kindly mark the number which you strongly believe represents your correct agreements with each of the following statements using the scale provided:

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 = Strongly Agree (SA)

Key attributes	Scaling				
	1	2	3	4	5
Checking on lesson plans, schemes of work, registers and other administrative documents has a positive impact in academic performance of pupils.					
Class visitation to observe the students' welfare helps to boost the learners 'performance.					
Ensuring syllabus coverage by doing a follow-up on classroom progress helps to reduce lagging behind in learning of each subject					
Provision of learning materials to the pupils influences the pupils' performance.					

SECTION D: HEAD TEACHERS' MOTIVATION

8. Head Teachers' motivation of teachers has no statically significant effect on pupil's academic performance in KCPE.

Kindly mark the number which you strongly believe represents your correct agreements with each of the following statements using the scale provided:

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 = Strongly Agree (SA)

Key attributes	Scaling				
	1	2	3	4	5
Encouraging pupils via motivational speeches, guidance and counseling helps to boost their performance.					
Pupils should be involved in schools activities to boost their morale in performance.					
Incentives such as gifts for most improved and highest pupils in performance increases the desire for better performance.					
Involving pupils in creative arts like drama, music festivals, poems and creative arts allows them to grow academically.					

SECTION E: HEAD TEACHERS ROLE MODELING

9. Head Teachers role modeling of pupil's on academic performance in KCPE.

Kindly mark the number which you strongly believe represents your correct agreements with each of the following statements using the scale provided:

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 = Strongly Agree (SA)

Key attributes	Scaling				
	1	2	3	4	5
Availability of learning resources increases interaction and effectiveness in the learning process, which in turn leads to good performance of pupils'					
Having a variety of teaching aids provided by the school management helps the pupils to have a better understanding.					
Physical facilities are very important in every school if education is to succeed. These facilities include school buildings and grounds, equipment needed in and incidental to instruction.					
Proper use and maintenance of learning equipment's ensures the students do not lack resources which ensures good performance.					

Thank You!

APPENDIX III: LETTER FROM AFRICAN NAZARENE UNIVERSITY

AFRICA NAZARENE
UNIVERSITY

July, 5th 2018

Re: To whom it may concern

Boniface Maranga (17J01CMED006) is a bonafide student at Africa Nazarene University. He has finished his course work and has defended his thesis proposal **“Effect of Headteachers Leadership Practices on Pupil’s Academic Achievement in Primary Schools in Kisii Central Sub-County, Kisii County.”**

Any assistance accorded to him to facilitate data collection and finish his thesis is highly welcomed.

Prof. Rodney Reed
DVC, Academic Affairs

**APPENDIX IV: RESEARCH AUTHORIZATION LETTER FROM KISII
COUNTY DIRECTOR OF EDUCATION**



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telegram: "EDUCATION"
Telephone: 058-30695
Email address: cdekisii@gmail.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
KISII COUNTY
P.O. BOX 4499 - 40200
KISII.

REF: CDE/KSI/RESECH/98

DATE: 9th April, 2019



Boniface Maranga
Africa Nazarene University
P.o.Box 53067-00200
Nairobi.

RE: RESEARCH AUTHORIZATION.

Following your research Authorization vide your letter **Ref. NACOSTI/P/18/39726/24077**, to carry out research in Kisii County, this letter refers.


I am pleased to inform you that you can carry out your research in the County on **"Effect of head teachers leadership practises on pupils academic achievement in primary Schools in Kisii Central Sub County in Kisii County, Kenya"** for a period ending, **24th July, 2019.**

Wish you a successful research.

PP  
Pius Ng'oma
County Director of Education
KISII COUNTY.



APPENDIX V: RESEARCH AUTHORIZATION LETTER FROM NACOSTI



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/39726/24077** Date: **24th July, 2018**


Bonface Maranga
Africa Nazarene University
P.O. Box 53067-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Effect of headteachers leadership practices on pupils academic achievement in primary schools in Kisii Central Sub County, Kisii County Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kisii County** for the period ending **24th July, 2019.**

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


Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kisii County.

The County Director of Education
Kisii County.

Authorized  9/04/2019


COUNTY COMMISSIONER
KISII COUNTY

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX VI: RESEARCH PERMIT FROM NACOSTI

THIS IS TO CERTIFY THAT:
MR. BONFACE MARANGA
of AFRICA NAZARENE UNIVERSITY,
809-40200 KISII, has been permitted to
conduct research in Kisii County
on the topic: EFFECT OF
HEADTEACHERS LEADERSHIP PRACTICES
ON PUPILS ACADEMIC ACHIEVEMENT IN
PRIMARY SCHOOLS IN KISII CENTRAL
SUB COUNTY KISII KENYA
for the period ending:
24th July, 2019

Permit No : NACOSTI/P/18/39726/24077
Date Of Issue : 24th July, 2018
Fee Received :Ksh 1000





Bonface Maranga
Applicant's Signature

SmmmmBw
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.


REPUBLIC OF KENYA


NACOSTI
National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT
Serial No.A 19679
CONDITIONS: see back page

APPENDIX VII: MAP OF KISII CENTRAL SUB COUNTY, KSII COUNTY

