

**INFLUENCE OF HEADTEACHERS' MANAGEMENT
STRATEGIES ON PUPILS' ACADEMIC PERFORMANCE IN
PRIVATE PRIMARY SCHOOLS IN NYERI AND MURANG'A
COUNTIES, KENYA**

By

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BACKGROUND OF THE STUDY

- × Head teachers influence has become a global concern.
- × Studies conducted in U.S by Marvel and Morton (2006) identified the head teacher as the single most influential person in a school.
- × Quality and performance in education are affected by management of both human and material resources by those entrusted with the task of providing education.
- × Theory and evidence suggest that it is the skills and knowledge acquired that lead to higher earnings, not just the amount of time spent in school (Branch, Hanushek & Rivkin, 2013).
- × Head teachers are expected to be competent in executing their duties along these task areas.
- × A study by Ndinza (2015) observed proper management by head teachers affects academic performance. However, the influence of head teachers' strategies on the performance of private primary school remains unclear.

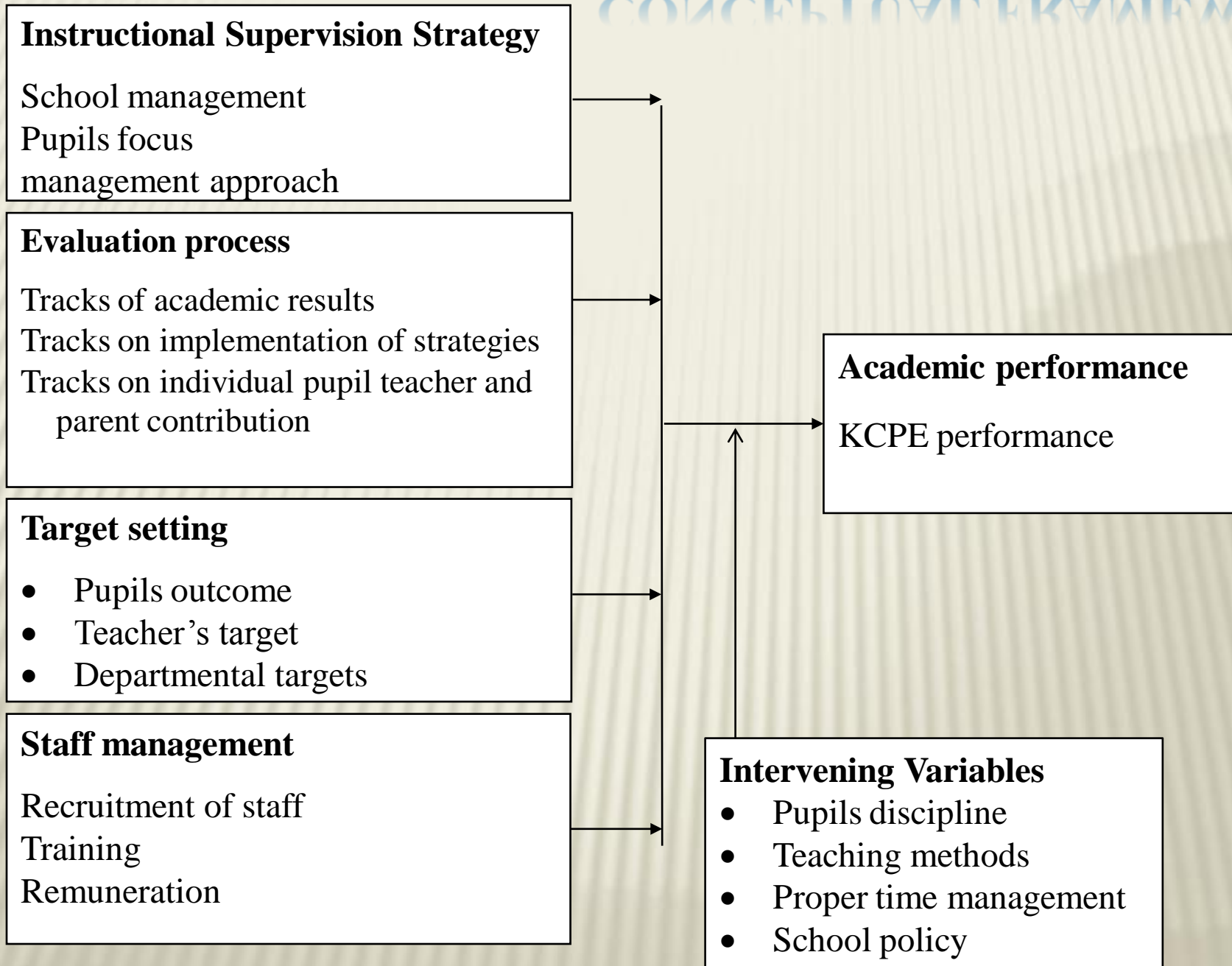
PROBLEM STATEMENT

- ✘ Head teacher coordinates day to day running of school to develop an environment that help motivate pupils, teaching and non-teaching staff, leading to higher levels of pupils achievements in academics.
- ✘ Previous scholarly work has shown that head teacher plays an important role on pupils' academic performance; in cases where a school has excellent head teacher management strategies such being vibrant, innovative and child cantered, the pupils performance is impressive.
- ✘ While influence of head teacher management of private primary schools could be associated to pupils' academic performance, there exists little evidence if any.
- ✘ This study sought to examine if head teachers' management strategies influenced academic performance of private primary schools in Nyeri County, Kenya.

OBJECTIVES OF THE STUDY

- ✘ To assess the influence of headteachers' instructional supervision strategies on academic performance in private primary schools in Nyeri and Murang'a Counties, Kenya
- ✘ To examine the effect of evaluation processes on academic performance in private primary schools in Nyeri and Murang'a Counties, Kenya
- ✘ To establish the effect of target setting practices on academic performance in private primary schools in Nyeri and Murang'a Counties, Kenya
- ✘ To evaluate the influence of staff management operations on academic performance in private primary schools in Nyeri and Murang'a Counties, Kenya

CONCEPTUAL FRAMEWORK



Independent variables

Intervening Variables Dependent variable

METHODOLOGY

- × The study employed descriptive survey design
- × Both quantitative and qualitative study approaches and data was used
- × Target population of this study comprised of 259 headteachers, 2,371 teachers, and 15 Sub County Quality Assurance and Standards Officers (SCQASO)
- × Using slovin formula, the study estimated a sample 158 headteachers, and 342 Teachers
- × The study used stratified and simple random sampling technique
- × The study used structured questionnaire targeting Headteachers and teachers and interview guide to target SCQASO
- × Prior to data collection, the researcher obtained authorization letter from Karatina University, which was further used to obtain a permit from NACOSTI permit for this study.

METHODOLOGY CONT....

- × The researcher obtained oral consent from the respondents before administering the questionnaires.
- × Filled-in questionnaires were cross-checked to ensure completeness and serialized to prepare them for data entry.
- × The researcher generated a code sheet for open-ended responses.
- × Data was entered in MS Access databases and exported to SPSS for analysis.
- × The researcher summarized the data using univariate (Frequency distribution), bivariate (Pearson correlation coefficient) and multivariate (Multiple regression) methods.
- × The researcher used frequencies and charts to summarize data in univariate analysis. Pearson test of association will be used to evaluate relationship between instructional supervision strategies, evaluation process, target setting and staff management strategies and pupil's academic performance.
- × Data is presented using tables and charts.

RESULTS

- ✘ This represents a response rate of 77.85% and 87.1% for the headteachers and teachers.
- ✘ The majority of both headteachers and teachers were male accounting for 74.8% and 63.8% respectively
- ✘ Among the headteachers 45.8% had a diploma while most teachers, 48.7% had a certificate as the highest level of qualification.
- ✘ The study found that 32.5% of headteachers had more than 10 years, 24.4% had 5-10 years, and 30.1% had 2-4 years while 13.0% had less than 2 years. On the experience of teachers, 6.4% had more than 10 years, 30.5% had 5-10 years of work experience, 25.5% had 2-4 years while 37.6% had less than 2 years.
- ✘ The study found the majority of headteachers had attended additional training (72%).

HEADTEACHERS' INSTRUCTIONAL SUPERVISION STRATEGIES

- ✘ Headteachers reported that they were actively involved to a very great extent in monitoring and ensuring the signing of teachers' attendance registers (55.3%) and inspecting teachers' schemes of work (63.4%).
- ✘ They also play a significant role in checking the implementation of schemes of work (69.1%) and checking the marking of pupils' attendance registers (69.1%).
- ✘ Furthermore, they expose pupils to internal tests to a very great extent (74.8%) and evaluate pupil performance through discussions with teachers to a very great extent (87.0%).

TEACHERS' PERCEPTION ON HEADTEACHERS' INSTRUCTIONAL SUPERVISION STRATEGIES

To a very great extent, teachers reported that headteachers performed the following roles:

- × Maintaining daily teachers' attendance register (64.1%).
- × Inspection and signing of teachers' schemes of work (62.4%).
- × Checking the implementation of the schemes of work (47.3%).
- × Checking lesson planning and lesson notes before every lesson (56.0%).
- × Inspecting records of work covered (54.0%).
- × Checking the marking of pupils' attendance registers (52.7%).
- × Visiting teachers during teaching (32.5%).
- × Inspection of pupils' book and assignments (40.3%).
- × Ensuring pupils are exposed to internal tests (76.5%).
- × Evaluation of pupils' performance with the teacher (66.4%).

ASSOCIATION BETWEEN HT SUPERVISION AND PERFORMANCE

Correlations			
		Performance of private primary schools	Headteacher Supervision strategies
Performance of private primary schools	Pearson Correlation	1	.747**
	Sig. (2-tailed)		.000
	N	123	123
Headteacher Supervision strategies	Pearson Correlation	.747**	1
	Sig. (2-tailed)	.000	
	N	123	123

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

There was a strong and significance association between HT supervision and the performance of learners in private primary schools as denoted by Pearson Correlation(r)=0.747 and p value =0.000<0.05.

HEADTEACHER EVALUATION PROCESSES

Headteachers reported that they performed the following roles:

1. Designed performance evaluations to provide employees to develop performance targets: 52.2% (Great Extent)
2. Planned programs to improve the level of job production and skill performance of the individual staff: 43.9% (Very Great Extent)
3. Performance evaluations designed to determine both the strengths of the employee's performance and those aspects that need improvement: 75.6% (Very Great Extent)
4. The performance evaluation data as an aid to serve the employee in correcting identified deficiencies: 50.4% (Great Extent)
5. Evaluation to identify the employee's special skills and personal strengths that might be employed in other work positions: 68.3% (Very Great Extent)
6. In our school, all employees are to be evaluated at least once each year but maybe evaluated twice per year (1 formative and 1 summative): 55.3% (Very Great Extent)

TEACHERS' PERCEPTION ON HEADTEACHER EVALUATION PROCESSES

- × 55.4% of respondents reported that headteachers designed performance evaluations to provide employees to develop performance targets to a very great extent.
- × 53.7% of respondents indicated that planned programs to improve the level of job production and skill performance of individual staff were to a very great extent.
- × 56.4% of respondents found that maintaining performance evaluations designed to determine both the strengths of the employee's performance and those aspects that need improvement occurred to a very great extent.
- × 48.7% of respondents reported that performance evaluation data is used as an aid to serve the employee in correcting identified deficiencies to a very great extent.
- × 63.9% of respondents felt that the evaluation process identifies the employee's special skills and personal strengths that might be employed in other work positions to a very great extent.
- × 31.5% of respondents stated that in their school, all employees are to be evaluated at least twice each year to a very great extent.

ASSOCIATION BETWEEN EVALUATION PROCESS STRATEGIES AND PERFORMANCE

		Performance of private primary schools	Evaluation process strategies
Performance of private primary schools	Pearson Correlation	1	.623**
	Sig. (2-tailed)		.000
	N	123	123
Evaluation process strategies	Pearson Correlation	.623**	1
	Sig. (2-tailed)	.000	
	N	123	123

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

There was a moderate and significance association between HT evaluation process and the performance of learners in private primary schools.

HEAD TEACHERS' PERFORMANCE OF TARGET SETTING ROLE

- ✘ To a very great extent, Headteachers reported that they helped teachers set teaching and learning relationship targets (87.8%).
- ✘ To a very great extent, the school had set strategic planning targets (87.8%).
- ✘ To a very great extent, the school had set resourcing targets (69.1%).
- ✘ To a very great extent, they had personal development targets (63.4%).
- ✘ To a very great extent, they helped their team set targets for developing others (49.6%).
- ✘ To a very great extent, they helped the school develop performance targets (81.3%).

TEACHERS' PERCEPTION ON HEADTEACHERS TARGET SETTING

- ✘ A significant majority of teachers (60.8%) reported that they receive substantial assistance from their headteachers in setting teaching and learning relationship targets.
- ✘ The study findings indicate that the school has established its strategic planning targets to a considerable extent (67.6%).
- ✘ Respondents noted that the school's resourcing targets are well-established, with 48.1% expressing this to a great extent.
- ✘ The survey participants reported that the school has embraced a strong culture of diversity and inclusion to a very high degree (52.7%).
- ✘ The survey results reveal that head teachers are actively engaged in personal development efforts to a very significant extent (53.7%).
- ✘ The data indicates that head teachers play a substantial role in helping schools establish targets for developing management, with 51.7% indicating this to a very great extent.
- ✘ The highest reported extent of head teacher assistance in developing management targets was to a very significant degree (46.0%), as revealed by the survey.

ASSOCIATION TARGET SETTING AND PERFORMANCE

Correlations			
		Performance	Target Setting
Performance	Pearson Correlation	1	.489**
	Sig. (2-Tailed)		.000
	N	123	123
Target Setting	Pearson Correlation	.489**	1
	Sig. (2-Tailed)	.000	
	N	123	123

****.** Correlation Is Significant At The 0.01 Level (2-Tailed).

There was a moderate and significance association between HT Target setting and the performance of learners in private primary schools.

HEAD TEACHERS' STAFF MANAGEMENT

Head teachers reported that they;

- × Advised staff on curriculum and instruction (69.9%, Very Great Extent).
- × Developed training programs for teachers as the need arises (43.1%, Very Great Extent).
- × Encouraged teachers to attend the training (74.8%, a Very Great Extent).
- × Sent teachers to seminars/in-service to enhance teaching skills (94.3%, Very Great Extent).
- × Discussed means of improving instruction with teachers (72.2%, Very Great Extent).
- × Usually carried continuous job descriptions (49.6%, Great Extent).
- × They Evaluated employee's performance based on the targets (50.4%, Great Extent).
- × Designed performance evaluations to provide employees to develop performance targets (52.2%, Great Extent).
- × Worked with staff to develop performance standards (82.1%, Very Great Extent).
- × had staff motivation program (69.1%, Very Great Extent).
- × Set a clear communication channel for issues affecting employees (62.6%, Very Great Extent).
- × Headteachers reported that they Provided safety measures for staff (53%, Very Great Extent).

TEACHERS' PERCEPTION ON HEADTEACHERS STAFF MANAGEMENT

- The headteacher is highly effective in advising staff on curriculum and instruction, with 66.7% of teachers reporting this to a very great extent.
- The school strongly encourages teachers to attend training programs (73.2% to a very great extent) and sends them to seminars or in-service sessions for skill enhancement (72.5% to a very great extent).
- There are regular discussions about improving instruction with teachers and administrators (66.1% to a very great extent).
- Continuous job descriptions are less common, with only 30.2% of teachers reporting this to a great extent.
- Performance evaluations based on targets are significant, with 49.3% of teachers reporting this to a very great extent.
- The school actively collaborates with staff to develop performance standards (67.7% to a very great extent).
- A staff motivation program is present but utilized to a lesser extent (30.2% to a great extent).
- There is an established clear communication channel for addressing employee-related issues (43.9% to a great extent).
- Safety measures for staff are in place, though not universally (31.2% to a great extent).

Association between staff management and Performance of private primary schools

		Correlations	
		Performance	Staff management
Performance	Pearson Correlation	1	.838**
	Sig. (2-tailed)		.000
	N	123	123
Staff management	Pearson Correlation	.838**	1
	Sig. (2-tailed)	.000	
	N	123	123

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

There was a strong and significance association between HT Staff management and the performance of learners in private primary schools.

Contribution of headteachers management strategies on the performance of private primary schools

- ✘ Generally, Head teachers' management strategies accounted for 83.4% of variations in the performance of private primary schools in Murang'a and Nyeri Counties
- The study found that HT supervision, Target setting, Staff management, and evaluation process had a significant relative contribution to the performance of private primary schools in Murang'a and Nyeri Counties.
- This suggest that we reject the null hypotheses that no statistical significant relationship between headteachers' instructional supervision strategies, evaluation processes, target setting, Staff management operations and academic performance in private primary schools in Nyeri and Murang'a Counties, Kenya
- It is also worthy noting that HT supervision had the highest contribution to the performance

CONCLUSION OF THE STUDY

- × The study concluded that headteachers' strategic management strategies influenced the performance of private primary schools in Nyeri and Murang'a Counties.
- × Headteachers' supervision strategies influenced the performance of private primary schools in Nyeri and Murang'a Counties, with a focus on various aspects such as attendance registers, schemes of work, lesson planning, and teacher evaluations.
- × Evaluation process strategies, including designing performance evaluations and applying findings to improve staff performance, were found to have a significant contribution to the performance of private primary schools in Nyeri and Murang'a counties.
- × The study also concluded that the target-setting process significantly contributed to the performance of private primary schools, with headteachers assisting teachers in setting various targets related to teaching, planning, resourcing, self-development, and more.
- × Finally, staff management, including curriculum advice, training program development, encouraging teacher attendance at training, and discussions to enhance instruction, was found to significantly contribute to the performance of private primary schools in Nyeri and Murang'a counties.

RECOMMENDATIONS

- ✘ The study recommends that headteachers in struggling private primary schools should improve their strategic management strategies to enhance school performance.
- ✘ Private primary schools' management is advised to enhance headteachers' supervision strategies as a means of improving overall school performance.
- ✘ The study also suggests that private primary schools should focus on enhancing their evaluation process strategies to further enhance school performance.
- ✘ To improve performance, the study recommends that management should enhance the target-setting process in private primary schools, involving teachers and pupils in setting learning goals aligned with school objectives.
- ✘ The study further recommends that private primary schools' management should improve staff management through measures such as motivation, training, and better working conditions for staff.
- ✘ Lastly, the study suggests that the Ministry of Education should develop a framework for evaluating school management strategies, particularly in areas of supervision, headteacher evaluation, target setting, and staff management, with the aim of shaping learning standards in both public primary and boarding schools.

End...

Thanks so much