

**INFLUENCE OF PRIMARY SCHOOL HEADTEACHERS
INSTRUCTIONAL LEADERSHIP STYLE ON THE PERFORMANCE
OF KENYA CERTIFICATE OF PRIMARY EDUCATION (KCPE) IN
ISILOLO DISTRICT, KENYA**

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ABSTRACT

The role of school head teacher in relation to the management of institution and curriculum improvement is very crucial. The head teacher is the person behind the success of any institution and this largely rely on the leadership. Isiolo District has its unique challenges that face the inhabitants. This has attracted various donors who for along time have invested heavily on health and education. However, even with considerable inputs by NGOs and other agencies, the KCPE performance has not been good. This low performance in view of so many inputs was the problem the research intended to prove. The purpose of this study was to investigate the influence of the primary school head teachers' instructional leadership in Kenya Certificate of Primary Education (KCPE) performance in Isiolo District. The main areas were; head teachers instructional role in the school in regard to performance, teacher's views in regard to performance, motivational level of the teachers, role of the parents, whether head teachers sensitize parents on the importance of education, the crises that could be influencing performance, political issues that may be influencing performance and how head teachers influence performance in view of the a above. The research design was descriptive survey. The study targeted all the primary school that had presented candidates for KCPE in the last ten years, all the head teachers, pupils, school management committee and educational officers in the district. The data was collected using questionnaires, interviews and focused group discussions. Sampling was through homogenous type, purposely targeting only a number of head teachers, students, parents and education officers. Qualitative data analysis was done in relation to the findings in each category. Considering the findings of the study, it was revealed that most of the head teachers were actively involved in the teaching. However. on of the head teacher was reported to have a mission and vision for the school. Most of the head teachers also felt that performance could be enhanced through collaboration with the parents. Teacher rampant absenteeism and poor teaching was also noted. Most of the head teachers were noted not to be covering their syllabus. This was echoed by the TAC tutors who cited poor leadership by the head teachers and chronic absenteeism by teachers as the main cause of low performance. In conclusion based on the findings, it was recommended that primary school head teachers should be instructional leaders in order to improve performance of KCPE and at the same time continue promoting an environment that is sensitive to cultural diversity, address political issues that affect learning, and educate the community on the importance of education while at the same time actively involving themselves in teacher motivation. Once the causes of the current situation were established the findings could be used in designing solutions to the problem. Education experts, planners and other related authorities will be better placed in formulating techniques of improving performance of KCPE in the district and hence advancement of the pupils to secondary schools.