INFLUENCE OF HEADTEACHERS' SELECTED LEADERSHIP SKILLS ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN NYAMIRA SOUTH SUB-COUNTY, NYAMIRA COUNTY, KENYA

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NOVEMBER 2021

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The thesis is my original work and has not been presented for examination or degree award in any other university.

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DEDICATION

This is dedicated to my dear wife, Christine Gesare Moturi and our children for their tireless effort to see me up to this stage. God Bless them.

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My heartfelt gratitude also goes out to the whole Matierio District Education Board primary school personnel for their unwavering support during this project. May God generously bless everybody who emotionally supported me. May this honor serve as a source of motivation for my children to reach the pinnacle of academic achievement.

ABSTRACT

The fundamental purpose of education is to gain knowledge, inculcate forms of proper conduct and aquire technical competencies. In Nyamira County,students performance has been low. Despite the government interventions, the problem is still experienced. Kenya has invested through funding Free Primary Education Programme.The purpose of the study was to establish the influence ofhead teachers' selected leadership skills on pupils' academic performance in KCPE in public primary schools in Nyamira South Sub-county,Nyamira County. The specific objectives of the study were: to establish the influence of head teacher's technical skills on pupils academic performance in KCPE in public primary schools in Nyamira South Sub County; to determine the influence of head teachers Conceptual skills on pupils academic performance in public schools in Nyamira South Sub County; to investigate the influence of head teacher's interpersonal skills on pupils' academic performance in KCPE in public primary schools and determine the influence of head teachers cognitive skills on pupils academic performance in KCPE in public primary schools in Nyamira South Sub County. The three-skill approach theory was used in the research. The survey was conducted using a descriptive survey design. 100 public primary schools, 100 head teachers, 100 deputy head teachers, 100 senior teachers, and 1000 class eight teachers made up the target population. Schools were chosen using stratified selection based on academic achievement. The Sub County Director of Education was chosen via purposeful sampling. Data was collected using questionnaires and an interview schedule. Face The validity of the instruments was assessed by two supervisors from Kisii University's School of Education, who provided advice that was implemented. Pearson's correlation value of 0.83 was used to establish the study items' dependability. In addition to descriptive statistics, quantitative data was analyzed and presented in tables using SPSS version 23. The outcomes of the study demonstrate that head teachers' leadership qualities had a considerable beneficial impact on children' academic achievement in Nyamira South Sub County public primary schools. It is suggested that head teachers explore expanding their use of leadership skills and developing ways to improve students' academic achievement. Significantly, the study will aid stakeholders in improving leadership abilities through training in order to get better results.

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LIST OF ABBREVIATIONS & ACRONYMS

CSUN - California States University North Ridge

GNP - Gross National Products

IPDA - International Professional Development Academy

KEMI - Kenya Education Management Institute

KCPE - Kenya Certificateof PrimaryEducation

MDG - MillenniumDevelopmentGoals

MoEST - Ministry ofEducation Science andTechnology

MSS - Mean Standard Score

NACOSTI - NationalCouncil forScience, Technologyand Innovation

NEDG - National EducationalGoals

SCE - Singaporean Colloquial English

SDT - Self Determination Theory

SSCE - Secondary School Certificate of Examination

SSE - Singaporean Standard English

SPSS - Statistical Package for Social Sciences

SSS - Student Success Skills

TPAD - Teacher Performance Appraisal and Development Tool

TSC - Teachers Service Commission.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study.

The primary goal of education is to obtain information and instill good habits, as well as to develop technical skills (UNESCO REPORT, 2013). Education is thus a cornerstone of economic and social growth and essential to the success of any country's overall development plan. For greater performance, this demand necessitates leadership that is equipped with efficient talents. In terms of decision-making and accountability for accomplishing the agreed-upon Objectives, leadership entails authority and responsibility (Okumbe, 2016).

Leadership, according to (Adeyem T.O, 2016), is a complicated notion. This is especially relevant because the terms "leadership" and "effectiveness" have been defined in a variety of ways. Leadership, according to Karunan (2012), is the practice of persuading followers to attain the intended outcomes. He also points out that the quality of students' academic achievement determines the effectiveness of any teaching procedure. For schools to run properly and efficiently, such leadership is required. Academic success is a function of administration, and it is intelligently applied when important leadership abilities are used.

Academic performance refers to a student's capacity in terms of knowledge, skills, and attitudes as determined by his teachers. Standardised exam scores and information assessed by teachers as they engage with students in classrooms, according to Akomolafe, C. O., (2014), define a learner's academic performance. Extracurricular achievements, intellectual attainment abilities, student leadership, and excellent exam results are all used to evaluate academic success. It indicates a learner's degree of abilities and knowledge (Lewd and Schmidt, 2011).

Taylor, A.A., (2015), did a survey study comparing academic performance among American and Chinese public primary school principals as part of the International Professional Development Academy (IPDA) at California State University, Northridge's joint training and research programs (CSUN). Training of head teachers was essential and highly emphasized. All teachers require skills, for they lead learners towards greater level of academic performance. The more skilled the head teacher was, the better the performance of pupils if he/she employed the competencies objectively. In 2004, national standards for public primary teachers acknowledged the critical role of head teachers in boosting and sustaining achievement levels in public primary schools in order to satisfy the needs of all students. According to Taylor, A.A. (2015), the use of leadership skills by any head teacher in any school has a direct impact on the implementation of key processes within their work structure, which in turn has an indirect impact on the school climate and hierarchy, and ultimately has an impact on student performance..

Effective head teachers, according to Saxe, D., (2011), create a clear vision and sense of direction for their individual schools based on educational goals and objectives. Prioritization and concentration are important concepts for keeping staff's attention and preventing them from becoming distracted and sidetracked with projects that will have little influence on learners' work. They are aware of what occurs in their classes. They have a strong understanding of their employees' strengths and weaknesses. They understand how to maximize strengths while minimizing flaws. They may concentrate on staff development depending on their staff's and school's actual needs. They obtain this perspective through a comprehensive monitoring and assessment procedure. Effective head teachers can get the best out of their team because of their clarity of thinking, sense of purpose, and understanding of what is going on. This is the key to

influencing work in the classroom, and as a consequence, children' academic performance improves gradually.

A good head teacher has a wide variety of knowledge and skills, including the ability to start, direct, communicate, and delegate. Such head teachers foster positive relationships and work collaboratively to advance the school. (L.L. Moore and R.D. Rudd, 2011). According to Taylor, A.A. (2015), the use of leadership skills by any head teacher in any school had a direct impact on the implementation of key processes within their work structure, which in turn had an indirect impact on the school climate and hierarchy, and ultimately had an impact on student performance (MOE&HR, 2012). In the performance of his leadership activities, the head teacher's expertise and mastery of task-related knowledge and abilities serve him well. These would aid him in improving the academic achievement of his students. Technical abilities provide the principal with particular strategies for completing a task. His or her interpersonal skills enable him or her to comprehend the sentiments and attitudes of students and to provide aid with their academic work. Head instructors with strong conceptual skills can better create and use ideas and concepts to help students overcome complicated challenges. (Northouse,2013).

According to Kendra, C. (2010), most teachers' training programs did not include the abilities essential for head teacher leadership. Teacher leaders required opportunities to completely develop the critical skills of curriculum preparation, instructional improvement, assessment design, cooperation, and facilitation if they were to rise to a higher level and make their full contribution. Teachers can learn these abilities to a greater extent through school-based development experts, but they can also improve their skills through sub-countywide or university-based courses and seminars. Whatever the source, chances for teacher leaders must be available and convenient enough for them to take advantage of them. According to Northhouse

(2013), the skills approach was a developing research paradigm that focused on the core abilities required for good child achievement.

According to the Ministry of Education Science and Technology task force (MoEST, 2012), the growing functions associated with FPE have placed head teachers in positions of significant and committed obligations for which they are unprepared. Purchases are intended to be handled by the head instructors. In addition to managing the school and teaching, you must calculate all costs and manage the delivery of resources to various courses. Teachers in charge are overworked. School administration will inevitably degrade in some way, and performance will eventually drop (Mule, M. M., 2015).

Today's school leadership, according to the Ministry of Education, Science, and Technology (MOEST), is complex, needing qualified and skilled head teachers who can fulfill and adapt to the expectations of teachers, students, and other stakeholders. The head teacher, as the school's leader, must be concerned with all of the school's instructional policies. The school should have a head teacher who is exceptionally informed and experienced in managerial abilities in order to accomplish efficient educational management, (Mule, M. M., (2015)). The central focus of the skills approachmajorly placed the abilities and skills that could be learned and developed by head teachers in educational institutions that will lead to the facilitation of pupils' academic performance. Siring (2012) also mentioned that there have been complaints about students' academic performance in national exams. As indicated in Table 1 below, the performance pattern of KCPE results from 2016 to 2019 was considerably dissatisfying and doubtful, especially to the head teachers of schools in Nyamira South Sub-County. The results show that no school in the Sub County ever achieved the average standard score of 250 from 2016 to 2019. The trend in 2018 was positive, with many schools improving their overall score, but this was followed by a

further dip in 2019. The findings aroused major concerns among stakeholders, particularly among those involved in education in the Sub County. The low academic accomplishment of kids in Nyamira South Sub County was devastating, causing even more dissatisfaction among stakeholders. All head teachers in Nyamira South Sub-count were in grave risk owing to poor academic performance in all public elementary schools, and the study hypothesized that the disparities in performance were attributable to their leadership qualities. As a result, the study was designed to investigate the impact of head teachers' leadership qualities on students' academic achievement in the Kenya Certificate of Primary Education (KCPE) in public primary schools in Nyamira South Sub-County, Nyamira County. Table 1 depicts the deplorable and frightening scenario of poor academic outcomes in Nyamira South Sub-County, Nyamira County.

Table 1: Nyamira South Sub-County KCPE Mean Scores (2016 -2019)

Year	**2016**	**2017**	**2018**	**2019**
KCPE Mean Score	230.66	223.16	236.13	232.34
Nyamira South Mean Score Target	250	250	250	250
Variance (Negative)	-19.34	-26.84	-13.87	-17.66
Percentage (Negative)	-7.7%	-10.4%	-5.5%	-7%

Source: MoEST (2020)

1.2 Statement to the Problem

Kenya has invested heavily in Education through the Free Primary Education (FPE) program and management of these resources is crucial towards academic achievement. The government has

introduced new Competence Based Curriculum (CBC) to replace the existing one. The system aims to inculcate dynamic values and instil virtues to help flourish in the pupils' daily activities. This focuses more on the ability and competence than memorised knowledge. This is due pressure to achieve the national academic standards for the country to accomplish the Millennium Development Goals (MDGs) and Vision 2030. Head teachers' leadership skills are therefore highly needed. As mandated by the Ministry of Education, head teachers' efficiency in leadership is correctly measured by their performance in their assigned tasks in managing children, staff, curriculum implementation, and school finances.

lTheNationalacademic Reports of 2017 and 2018 indicate that Nyamira South was ranked second last in KCPE performance with Mean Standard Score of 220.01 and 235.12 respectively as shown in the background to the study. These below-average marks in KCPE in numerous public Primary schools are disheartening, and they justify the necessity for aconvenient study in Nyamira South Sub-county to mitigate the danger of performance degradation. As a result, there was a pressing need for a research to determine the impact of a head teacher's leadership qualities on children' academic achievement in the Kenya Certificate of Primary Education (KCPE) at public primary schools in Nyamira South Sub-County, Nyamira County.

1.3 Purpose of the Study

The purpose of the study was to establish the influence of primary head teacher's leadership skills on pupils' academic performance in KCPE in public primary schools in Nyamira South Sub-County, Nyamira County.

1.4 Objectives of the Study

The study was guided by the following objectives:

1) To establish the influence of headteacher's Technical skills on pupils'academic performance in KCPE in public primaryschools in Nyamira SouthSub-County.
2) To investigate the influence of headteacher's Conceptual skills on pupils'academic performance in KCPE in public primaryschools in Nyamira South Sub-County.
3) To determine the influence of headteacher's Interpersonal Skills on pupils'academic performance in KCPE in public primaryschools in Nyamira South Sub-County.
4) To determine the influence of headteacher's Cognitive skills on pupils' academic performanceinKCPE in public primaryschools in NyamiraSouthSub-County.

1.5 Research Questions

The study was guided by the following research questions:

1) What is the influence of headteacher's Technical skills on pupils'academicperformance in KCPE in public primaryschools in Nyamira South Sub-County?
2) How do headteacher's Conceptual Skills influence pupils' academicperformance in KCPE in publicprimary schoolsin Nyamira South Sub-County?
3) What is the influence ofheadteacher's interpersonal skills onpupils'academic performance in KCPE in public primaryschoolsin Nyamira South Sub-County?
4) How dohead teacher's Cognitive skills influence pupils'academic performanc in KCPE in public primary schools in NyamiraSouth Sub-County?

1.6 Significance of theStudy

The study's goal is to provide school principals a greater understanding of their primary role as leaders and, in particular, how it affects academic success. Furthermore, the findings of the study may be used by head teachers at public and private primary schools in Nyamira South Sub-county to determine the causes of low performance, which may be taken into account in future appointments and staff training programs. The Teachers Service Commission (TSC), the Kenya Institute of Education Management, and the Directors of Education who supervise teachers and academic performance may benefit from the study's findings because they will learn how to support head teachers and mobilize their teams to maintain, enhance, and improve academic performance.

The study would also aid school administrators in identifying stronger leadership abilities needed to attain academic greatness in their schools, since they are critical to students' academic achievement. Policymakers and the Ministry of Education would benefit from the study's conclusions. Curriculum makers will be more interested in collecting new and relevant knowledge about successful leadership abilities in head teachers and incorporating it into teacher education curricula to educate teachers for the best strategic leadership methods. This study would also give deeper insights to academics, researchers, and students interested in academic performance and leadership qualities, who might access this work from the university archive to help advance the field by identifying research needs.

1.7 Scope of the Study

The research focused on the impact of elementary school principals' leadership qualities on students' academic achievement in Nyamira County's Nyamira South Sub-county. Head teachers,

deputy headteachers, senior teachers, and class eight teachers from these schools, as well as the Sub County Director of Education, were among the responses. The study solely looked at technical, conceptual, interpersonal, and cognitive leadership skills, as well as their impact on students' academic achievement in public primary schools.

1.8 Limitations of the Study

Limitations are theoretical and practical constraints or downsides over which the researcher has little or no influence. (Mugenda and Mugenda, 2014). Because the study focused on head teachers of primary schools in Nyamira South Sub-county, extrapolating the findings to other Sub-counties should be done with caution. To validate the findings, similar research might be reproduced in other countries.

The researcher also had no control over the attitudes of the respondents, since some were hesitant to share information for fear of being punished by the school administration, which might have influenced the research findings. To help them cope with this constraint, the researcher guaranteed them of their privacy. On the surveys, they were not compelled to write their names. All of the principals were accessible for an interview.

1.9 Assumptions of the Study

The assumptions underlying this study were that;

a) a) The Kenya Certificate of Primary Education is a dependable and accurate tool for assessing primary school students' progress.
b) All public primary school head teachers in Nyamira South Sub-county received equal support from stakeholders including the educational officers, Parents, Sponsors and

Non-Governmental Organizations among others with regard to carrying out their responsibilities in schools.

c) All respondents were trained, qualified and experienced teachers.

1.10 Theoretical Framework .

Intensive study on the issue resulted in the development of a variety of leadership theories in the twentieth century, each tackling the construct of leadership from a different viewpoint. The research centered on leadership ideas, which served as the study's foundation.

Robert L. Katz's first scientific and systematic presentation of leadership skills theory influenced this research. This theorist's article, "Skills of an Effective Administrator," He has divided the necessary talents for a manager into three categories, which are shown below. The weakness of the characteristic approach gave rise to the skills hypothesis. As a result, trait theory was not especially beneficial in the development of new leaders who possessed such characteristics. Theorists of leadership attempted to identify the characteristics and talents that make leaders successful. Skills theories are leader-centric, similar to trait theory, and focus on what attributes in leaders make them effective. Katz's three-skill method and Mumford's skills model of leadership were the two key ideas that emerge from a skills approach.

Effective leadership requires three talents: technical, human, and conceptual skills, according to the three-skill model. Technical ability refers to mastery of a given task or activity. Working with individuals is referred to as human skill, whereas working with big concepts and ideas is referred to as conceptual competence. While all abilities are necessary for leaders, the three-skill model argued that their relevance changes based on the organizational level of the leaders. As

leaders go through the company (from lower to greater levels), the value of skills shifts from technical to human to conceptual.

The skills model of leadership described five components of effective leadership: competencies, individual qualities, leadership outcomes, career experiences, and environmental impacts. It was more sophisticated than the three-skill method. The impact of the leader's traits, experiences, and surroundings on the leader's abilities is critical to effective leadership.

The most useful strength of skill theory, according to Usdan (2014), is that it bases effective leadership performance on acquired (and learnable) abilities rather than qualities. Anyone may take up leadership in this way. Certain natural qualities (motivation and cognitive capacity, for example) are nevertheless incorporated in the model, despite the fact that it is not a trait approach in the strictest sense. Skills theories are also unreliable predictors, failing to explain how a person's abilities translate into effective leadership.

Relationship-motivated leaders are generally concerned with creating intimate interpersonal ties, whereas task-motivated leaders are primarily concerned with achieving a goal. Fiedler created the Least Preferred Co-worker (LPC) questionnaire to assess a leader's style (Robbins & Coulter, 2011).

Fiedler divides events into three categories: leader-member relationships, task structure, and position authority (Robbins, 2010). The degree to which a task's criteria are explicit and clearly out is referred to as task structure. Leader-member relations refer to the level of trust, confidence, and respect that workers have for their boss; they are judged as excellent or bad. The amount of influence a leader has over power-based actions like as recruiting, firing, punishment, promotions, and wage increases is known as position power (Chance & Chance, 2012).

Strategic leaders should use their leadership skills approach to ensure successful strategy implementation, according to Vroom&Jago, (2015). In terms of their duties, assignments, and reporting connections between employees and strategic leaders, a strategic leader should present a clear blueprint on how the strategy will be implemented. Customers' diverse demands should be met by the defined action plan. This is due to the fact that consumer wants are unique and always changing (Lutans, 2011). According to contingency theory, the optimal leadership style is dynamic and adaptable. In order to execute a strategy, a leader should use a participatory leadership style; leaders should include their people in critical choices by emphasizing the necessity of strategy adoption and how it will affect them and the business (Lutans, 2011).

The primary premise behind trait leadership research was that leaders have particular characteristics that other individuals lacked. Emotional intelligence, extrovert personality (charisma), masculinity and conservatism, and being more adjusted than non-leaders were among these characteristics (Senior, 2015).

Trait Theory, according to Bhatia (2016), proposes that great leaders have a set of qualities and attributes in common. Physical qualities, social traits and social features, and task-related characteristics that are inborn and help a leader to be effective are all key traits for great leaders. There is evidence that there are qualities that contribute to the effectiveness and performance of organizations, according to empirical research supporting Trait Theory (Northouse, 2013). The list of leadership characteristics, on the other hand, is extensive and continues to increase as new leaders arise. Despite the fact that there have been 54 research on the diversity of leadership attributes, the trait leadership theory has received some criticism. (Northouse, 2013).

It reinforced the idea that leadership may be learned and developed rather than being a natural trait, as has been the case in human history with the emergence of some extremely great leaders in a variety of conditions. Another objection is that leadership traits are neither inborn, divine, or mystical (Northouse, 2013). The notion is that leaders don't succeed because they have specific characteristics by themselves, but rather because they combine them with other elements (Bhatia, 2016).

Northouse, (2013), may have separated five attributes that contribute to substantial organizational reforms in an attempt to wrap up the discussion on traits. These traits are intellect, self-confidence, determination, integrity, and sociability. These characteristics are intriguing since they correspond to leadership abilities and styles. In terms of leader attributes, talents, and success in a duty or organization, various trait theories connect to leadership skills and stylistic practices. Head teachers in public elementary schools must be competent and skilled to a greater degree in order to provide excellent outcomes at the conclusion of the academic year.

Understanding the significance of leadership qualities in leadership skills, styles, and practices is critical, especially in situations when success is not based on a single aspect. This is especially essential since the attribute that a particular leader possesses justifies why he or she is such a vital addition to the organization's success. In a broader sense, the leader and, by extension, leadership practices, contribute to the needed competitiveness of companies and not-for-profits.

According to Ghiselli (2015), the quest for leader qualities was not a complete failure because it yielded some useful facts that helped their jurisdictions. Intelligence is the most important of these characteristics. He also mentioned that persons in positions of leadership are often more intellectual. In his research, he found strong links between leadership and intellect, supervising

ability, initiative, self-assurance, and work distinctiveness, but he also found that severely low intelligence diminishes leadership abilities.

Researchers, on the other hand, have struggled to agree on several questions relating to universal features. Furthermore, trait theories suffer from a lack of organization in explaining personality, resulting in the investigation of a wide variety of features under several names (Judge, Bono. IIies& Gerhardt, 2015). Drive, desire to lead, honesty, integrity, self-confidence, cognitive capacity, and business expertise are among the six attributes that separate leaders from non-leaders, according to (Kirkpatrick & Locke, 2011). House and Aditya (2015), on the other hand, offer four factors: accomplishment motivation, prosocial influence motivation, adaptability, and self-confidence.

Mullins (2015) comments that deciding who is viewed as a good or effective leader is certain to involve subjective assessment. He goes on to say that the list of probable features is large, and that there isn't always consensus on the most significant ones. Even if a list of more precise attributes could be agreed upon, it would still be insufficient to explain the essence of leadership. It would be ineffective in terms of leadership development and training (Mullins, 2015). The Trait Theory has a flaw in that it does not decide whether these qualities are innate in people or may be produced via training and education. When you compare leaders in different scenarios, you'll see that their characteristics change depending on the situation. This idea adds to the fundamentals for effective leadership skills and styles, which are based on the qualities, talents, and knowledge of the leaders who drive the schools.

1.11 Conceptual Framework

A conceptual framework is a diagrammatic description of how variables in a research are related (Kamau, 2013). It establishes order, unity, and a link between variables. Academic achievement served as the dependent variable in the study, while leadership qualities served as the independent variable. Because of their capacity to influence instructors and students' roles in academia, schools may encourage exceptional student achievement when leadership abilities are appropriately exploited. When school leaders collaborate with teachers and students to make choices, there is a greater sense of ownership of those decisions, which motivates both staff and students and impacts KCPE success.

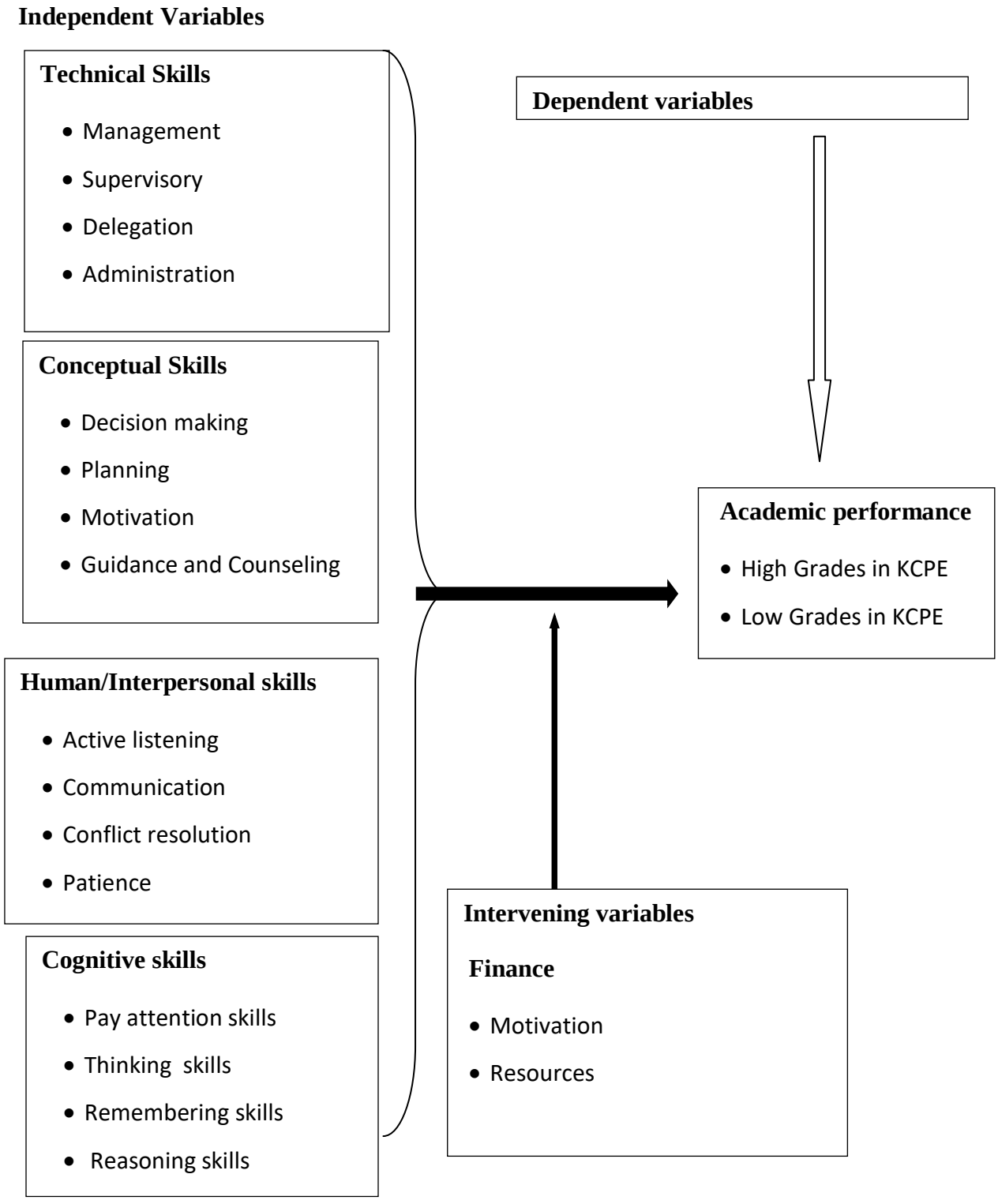

Figure 1: Conceptual Framework on Influence of head teacher's Leadership skills on Pupils Academic Performance.

Finance was an intervening variable in the study. The researcher found out that even if head teachers strive to utilize their leadership skills but without finance, some academic issues are likely to be hindered. Motivating pupils and teachers needs money. Purchase of educational resources also requires funds. Ahmadi, M., (2011), supports that in educational management, finance plays a vital role in the implementation of head teacher's leadership skill towards pupil's academic performance.

1.12 Definition of Operational Terms

Conceptual skills: Are the abilities that allow a head teacher to better understand complex scenarios and develop creative solutions. The ability to work with abstract concepts and ideas. It is a head teacher's natural talent that addresses difficult scenarios with an innovative approach. Are the ability to project, visualize and reverse engineer ideas that are not of visibility. For example, the dynamic skills, hierarchy of skills and sustainable skills.

Interpersonal skills: Are the abilities that a principal use on a daily basis when speaking and engaging with others, both individually and in groups. They cover a wide variety of abilities, but especially communication abilities like good listening and speaking. When interacting and speaking with others, a head teacher relies on these characteristics. Are the actions and methods used by head teachers to effectively engage with others? Communication and listening are among them, as are height and demeanor.

Technical skills: Are the skills and expertise required by head teachers in order to complete certain jobs. They are useful and frequently relate to mechanical, information technology, math, or science jobs. Programming languages, design programs, and mechanical equipment or tools are only a few examples. Are people who delicately do a task using specialist expertise. Is it necessary to have the capacity, knowledge, or competence to accomplish certain job-related tasks. (for industry example of technical skills are management , business analysis, Accounting project

management , engineering, marketing nursing information technology , graphic design teachers.)

Head teacher: Is the staff member of a school with the greatest responsibility for the management of the school. Is aleader of his school and creates suitable conditions for pupils and staff. Is a teacher who is in charge of an educational institution.

Academic

Performance- Is the measurement ofpupils' achievement across various academic subjects. Is the degree to which a student, instructor, or institution has met their short- and long-term educational objectives? Is the knowledge learned that is evaluated by a trained personnel's marks?

Influence: Refers to a head teacher's ability to influence a student's character development or conduct. To affect or change how someone or something develops, behaves or thinks. Is the head teachers power to have an important effect on pupils and teacher's responsibility.

Attitude: Is a psychological construct, a mental and emotional entity that inheres in or characterizes a pupil. They are complex and are acquired by pupils through experiences. Refers to a collection of feelings, beliefs, and actions directed towards a certain person, object, or event. Refers to a person's or thing's demeanor, temperament, feeling position, and so on; propensity or orientation, especially of the mind.

Counseling: Is a talking therapy in which a qualified head teacher listens to students and helps them discover solutions to emotional problems. Is the process

that occurs when a student and a teacher set aside time to discuss problems, which may involve the student's stressful or emotional sentiments. The act of assisting a student in seeing things more clearly, potentially from a new perspective.

Counselor: Refers to a head teacher trained to give guidance on pupils with psychologicalproblems. Refersto a leader teacher who gives advice to pupils who need it, especially advice on their personal problems. The head teacher performs an important function as a counselor; advisor, a person who is active in counseling, such as a social worker.

Examination

Outcome: Refers to the result or an effect of a head teachers leadershipskills on pupils academic performance .It is what the pupils score after sitting for KCPE examination .It is what the pupils attain after learningfor eight years in a learning environment. The final product or end result of pupils' effort at a national level. It is the result of something or the consequence of it.

Leadership skills: Refers to the abilities of head teachers in coordinating students and instructors to achieve a common aim. Whether in a managerial role or heading a project, a head teacher's leadership qualities demand him or her to push others to execute a sequence of duties, typically on time. Are the talents and abilities that head teachers display able to assist students in mastering academic subject in order for them to pass their final primary exams.

Physical resources: These are the tools, materials, supplies, facilities, and infrastructure that principals use to help students improve their academic performance. Physical resources in the education system include classrooms/lectures rooms, staff offices, cars, health facilities, libraries, and laboratories, among other things, all of which contribute directly or indirectly to the attainment of goals.

Listening skills: Is the capacity of principals to hear and comprehend communications properly during the communication process. Listening is the one communication skill that you should strive to learn. The capacity to pay attention to what students and teachers are saying and successfully interpret what they are saying.

Cognitive skills: These skills, also known as cognitive functions, cognitive abilities, or cognitive capabilities, are brain-based talents that students require for knowledge acquisition, information manipulation, and reasoning. Are the brain's essential talents for thinking, reading, learning, remembering, reasoning, and paying attention.

Theory: A hypothesis or a set of ideas meant to explain a thesis, especially one based on general principles unrelated to the subject of the explanation. A collection of rules that guide the writing of a thesis. An idea is a word that is used to explain a situation or justify a course of action. Is a collection of interconnected thoughts meant to describe the research.

performance: The act or process of students sitting for the KCPE test. At the end of eight years in a public primary school, this term refers to how well students do

on a national piece of work or an activity. An action or set of behaviors that requires a high level of attention to detail or little details that are critical for national tests.

Communication: By speaking, writing, or utilizing another media, information is conveyed or exchanged from head teachers to students and instructors. Phone lines and computers are examples of ways to convey and receive information. Is nothing more than the act of passing knowledge from one person to another.

Delegation: is the transfer of power and responsibility for certain responsibilities, tasks, or decisions from the principal to the deputy principal to the senior principal and instructors. Is the delegation of power to another individual, usually a subordinate, for the purpose of carrying out certain responsibilities. It is the act of delegating and entrusting tasks to someone else.

Supervision: Is the act or function of a principal in charge of something or someone. Is a method in which a headteacher meets on a regular basis and interacts with teachers and students to review what has been learnt. Supervising someone or something is the action or process of observing and guiding what teachers do and how something is done.

Management: Is a collection of concepts pertaining to the functions of planning, organizing, directing, and controlling, as well as the use of these principles by head teachers in harnessing physical, financial, human, and informational resources efficiently and effectively to fulfill pupils'

academic goals. Is the organization and management of tasks in order to attain a goal. Is the process of encouraging instructors and students to collaborate in order to achieve desired goals and objectives utilizing existing resources.

Planning: Is the process of principals considering the activities necessary in a public primary school in order to achieve desired outcomes. It is the first and most important task to complete in order to attain better outcomes. Is the process through which principals set objectives and determine how they will be fulfilled. Is the use of rational, systematic analysis to the educational development process with the objective of improving education's effectiveness and efficiency in responding to the demands and goals of its students and society.

Motivation: Is the method used by principals to begin, lead, and sustain goal-oriented behavior among students. Is a condition that may keep students' attention and conduct while also providing them with the extra energy they need to complete activities. In education, motivation may have a wide range of implications on students' preferences and outcomes. It is the process of motivating students to achieve academic objectives.

Skill: The capacity of head instructors to motivate students to improve their academic performance. Skills are the knowledge or abilities required by head instructors in order to flourish at a profession or assignment. Is the capacity to do a task with predetermined outcomes in a reasonable amount of time and effort.

Concept; A plan or purpose implemented by head teachers with the goal of improving students' academic achievement. Are generic thoughts or abstract ideas that arise in the mind, speech, or thought. They're regarded to be the essential components of ideas and beliefs. Are there views about what is important to learn and how students gain those skills.

Logic: It involves the reasoning of head teachersfrom general to particular incidences concerning pupils' higher academic results of KCPE, conclusion is inferred or deduced from general statements (syllogism)

Head teachers shouldapply logical reasoning to derive conclusions from these bits of information. They should mainly utilize logical proofs to convince pupils, teachers and parents concerning pupils' academic performance .Is a proper or reasonable way of thinking about something, sound reasoning . The study of correct reasoning will be applied by head teachers in Nyamira South Sub-Count, Nyamira County public elementary schools.

CHAPTERTWO

LITERATURE REVIEW

2.1 Introduction

This chapter focused on pupils' performance under the concept of leadership skills, which encompassed technical, conceptual, interpersonal and cognitive abilities. It particularly focused on head teachers' leadership skills and examined how they influenced pupils' academic performance.

2.2 The Concept of Leadership

Leadership is the process of one person influencing a group of others to reach a common objective. Inspiring others to follow your vision is strategic leadership. In 1945, leadership research at Lowa, Ohio State, and Michigan Universities resulted in various theoretical foundations for leadership studies. They include trait, contingency, situational, great man, transactional and transformational theories, (Okumbe 2016).

Mwanik, K., and Orodho, J. A., (201, 6) emphasize the importance of a leader's abilities to inspire, moderate, guide, direct, and listen to others. For head teachers to be efficient in their jobs, they must possess these attributes. According to Hukpati, C.A., (2016), successful leaders motivate their employees to increase productivity, improve low performance, and drive the organization toward its objectives. Head teachers advise and encourage ideal pedagogical methods in this respect, such as timely delivery of subject matter through entire attendance at planned sessions, timely completion of the curriculum, and diversified and acceptable education, among others. Head teachers also ensure adequate evaluation and timely feedback, positive recognition and reinforcement of high-achieving students, high standards of discipline, the

creation and promotion of a conducive learning environment within the school, and adherence to the school's instructional calendar, all of which contribute to the school's achievement of its academic goals.

According to Kabuchi, S. N. (2010), schools that regularly do well have good and effective leadership. He goes on to say that leadership is a critical component of a school's success. Setting a school atmosphere of high standards for staff and students, supporting collegial and collaborative leadership, and creating dedication are all attributes demanded of a school head teacher. In public primary schools, strong academic achievement is roughly comparable to well-trained principals. T. Bush, McGraw-Hill The administrative job of the head teacher, according to & Oduro, G., (2016), include leading, controlling, and managing all things relevant to education advancement in the school. This means that all of the school's activities are carried out on behalf of the principal.

2.3 Influence of head teacher's Technical skills on Pupils' Academic Performance.

Technical skills refer to an understanding and competency in a certain type of activity, such as methods, processes, procedures, or techniques. Technical competence entails specialized knowledge, analytic abilities within that specialization, and proficiency with the instruments and practices of the field (Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J.,2013).

The head teacher's responsibilities include developing strategies to carry out the vision, mentoring in-school and external leaders, representing the school in the community, managing human resources and recruiting personnel, and promoting professional advancement (Greenberg, J. & Baron, A.R.,2010). Head teachers may create circumstances that assist instructors and help

students achieve by defining goals and managing the improvement process effectively (Chang, G., &Lorenzi, P.,2013).

According to a survey conducted by Usdan in Brazil in 2014, administrators must function as leaders in order for students to learn. Working with teachers to improve skills, understanding of academic subject, and pedagogy are among the things they mention as criteria for attaining this. The ability of head teachers to collect, analyze, and use data demonstrates that they have the necessary leadership abilities to meet the educational requirements of their students. Teachers should be properly supervised in order for students to regularly do well on national assessments.

Teacher leadership is important for school capacity growth, according to a research by Labaree (2015). In Brazil, this was demonstrated. She claims that this viewpoint necessitates addressing two essential elements of engagement: breadth and skillfulness. Broad participation–involvement of a large number of individuals in the leadership process. Teachers, parents, students, community members, staff, and colleges are all involved. Participants must have a thorough comprehension of the material and be able to demonstrate their competency.

G. Wango (2010) investigated the relationship between school and head teacher management and student performance. He looked into parts of administration including staff meetings, the amount of time the head teacher spends on various aspects of his responsibilities, and the head teacher's perspectives on problems like school discipline and teaching qualities. He observed that the quality of a school's administration has a significant impact on the school's performance in national tests. He also discovered that successful head teachers had an impact on teacher and student morale. Morale is more likely to prevail at a school with fewer disciplinary issues among

teachers and, as a result, among pupils. Teachers are more likely to be dedicated in such a school.

Buregeya (2009) performed a research in Entebbe Municipality in Uganda with the primary goal of determining the impact of headteachers' general and instructional supervision procedures on teacher performance. The researcher studied ten secondary schools in the area and discovered that most head teachers were unfamiliar of their own job descriptions, as well as those of the instructors they supervise. This indicated that the majority of instructors were unfamiliar with their job descriptions and some of the responsibilities assigned to them. Buregeya (2009) went on to say that the teachers' degree of education, teaching experience, and learner characteristics all affected how head teachers carried out their duties.

Mwalala (2017) observed that head teachers' lack of management skills contributed considerably to poor academic achievement in national tests. In order to succeed in refocusing staff effort and establishing a suitable atmosphere for students to enhance academic achievement, the school head teacher will need to involve the teaching staff in their teaching through the application of appropriate leadership styles. According to Bersy and Blanchard (2015), a leader's leadership skills should be based on combining the issue at hand with suitable talents. The Ohio State University Bureau of Business Studies began research on leadership by engaging researchers. Data study revealed two elements of leadership behavior: contemplation and starting structure. The findings revealed that beginning structure is linked to defining the connection between the leader and subordinates while also generating established organizational patterns.

According to Gitau (2014), the staffing of head teacher planning suggests at a right-hand unwavering character. Teacher bearing has ordinarily received amazing low status improvement

held up in low status establishments, even when lighting up progress belief involved distributing qualified, seasoned, and competent personnel wonderfully more daintily teacher arranging.

Wayne and Young (2015) found that head teachers who reach their full potential had superior leadership abilities to assist their students in achieving high-quality results. They will also establish discipline in their students, which will result in changed behaviour. Such head teachers will also provide a significance evaluation. Like Rice, Wayne and Young looked at teachers' undergraduate connections, test scores, degrees and courses, and accreditation status, and they all concluded that head teachers' leadership qualities are critical to students' academic success. They also stated that instructors help students develop stronger abilities, attitudes, and knowledge, which helps them get recognition. Teachers' rationality changes dramatically, and once in a suitable school atmosphere, a lot may be done.

Reche et al. (2012) found that head teachers hold few staff meetings and rarely check the teachers' schemes of work and lesson plans, according to a study conducted in Kenya in Mwimbi division, Maara district, on factors contributing to low performance in Kenya Certificate of Primary Education in public day primary schools. It was also discovered that a large proportion of head teachers did not personally watch any of the teachers' lessons throughout a given term. These findings revealed that there was less monitoring and reporting of the school's operations, and that head teachers did not follow up on curriculum implementation throughout the term. This might be one of the reasons for poor performance in national exams. There was no research conducted on influence of head teachers' technical skills on pupils' academic performance in NyamiraSouth sub County. This significantly necessitated the researcher to carry out this study.

2.4 Influence ofhead teacher's Conceptual Skills on pupils'academic Performance

The talent based on broad comprehension and theoretical skill is known as conceptual skill, also known as everlasting skill, analytical skill, and analytical skill. This is known as the ability to consider the institute as a whole, i.e. The head teacher must understand how the many roles of the school are interdependent, and that unity is strength. In the context of this study, the head instructor has an impact on the other participants. Deputy head teachers, senior teachers, and the rest of the staff benefit from the head teacher's leadership abilities. The head teacher would be able to operate in a way that contributes to the progress of the institution by identifying such relationships and comprehending the most important factors in each circumstance (Boal, R. Hooijberg, K. Boal, K. Boal, K. Boal, K. Boal, K. Boal, K. Boal,2016)

According to Ismail, Halim, Munna, Abdullah, Shminan, and Muda's (2016) study in Morocco, leadership is a vital management talent that entails the capacity to motivate a group of individuals toward a common objective. Leadership is concerned with the growth and requirements of followers. Managers that use the headteacher motivating approach focus on their workers' value systems, motivational levels, and moralities as they build their talents.

On the basis of a novel model of motivation, Skinner and Belmont (2010) investigated the impact of three elements of teacher participation, also known as behavior involvement, structure, and autonomy support, on students in grades 3–5. They tracked behavioural and emotional involvement as well as trends over the course of a school year. In a similar commission, Lapan, Gysbers, and Petroski (2001) report that "Correlational and route analyses demonstrated that teacher participation was crucial to children's experiences in the classroom." The qualifications of the head teachers contributed significantly to the academic success of the students.

Furthermore, students' motivation at all levels of the school was crucial to their academic success (Aacha, 2016).

A primary driver of high-performing schools has been found as school leadership (Achi eng, O.U., 2010). School leadership is defined by purpose, according to (Achieng, O.U., 2010). Leaders develop goals and focus their responsibilities on achieving them. Because the vision is a reflection of the values and concepts the organization supports about learning, teaching, and relationships, it is an essential component of this show of leadership (Awino, B. J., 2015). Effective leaders maintain the school's vision, purpose, and goals at the forefront of their minds, according to the report. They are placed in a strategic location where they will be seen by all stakeholders and visitors. The leader must manage change in such a way that the school's set vision is realized.

Odhiambo (2010) discovered in a study that higher teacher engagement in school decision-making enhances teacher motivation and commitment, and so improves school academic achievement. Head teachers should endeavor to foster a climate that supports teachers' efforts in the classroom while minimizing external variables that might disrupt the learning process as managers.

Maslow's motivation theory is based on Maslow's hierarchy of needs (Bhatia, P., 2016). He disagreed with the popular view at the time that motivation is something done for the benefit of others. Though motivation was frequently focused toward external aims, he believed that it was always an interior activity. Maslow saw humans as seeking beings who were always trying to discover new methods to meet their wants, which were never static and could no longer function as a motivation of behavior once they were met (Alarm, T.M & Farid S., 2015). The importance

of these demands was determined by the sequence in which they affected human behavior. Physiological demands were seen to be the most basic of needs, and they were the items that were prioritized, (Wango, G., 2010).

Social needs, according to Wango (2010), are the human wants for love, affection, and a sense of belonging. After social requirements are met, ego and esteem needs become motivating demands, according to him. We demand respect and acknowledgement from others, as well as a sense of self-worth. According to Mwanik, K., and Orodho, J. A., (2016), getting promoted to secondary school with improved grades and pleasant behavior is an incentive for students to develop goals. This implies that as students mature, they will be able to identify and differentiate those items that will help them make informed judgments in life (UNESCO, 2013). Our self-actualization needs, as stated by Maslow, are at the summit of the hierarchy. The desire to learn, grow, and evolve into all that we are capable of is also inclusive. In recent years, various studies have focused on motivation in the classroom. In most cases, the objective had been to develop strategies to persuade students to become more engaged in their studies (Mustafa & Othman, 2010).

The major role of the head teacher, according to Lord, R. G., Hanges, P. J., and Godfrey, E. A., (2013), was to push pupils to attain academic achievement. He said that students' motivation was a driving factor in the teaching and learning process at all levels of school, both in terms of the amount of time they spent studying and their academic performance and accomplishments.

According to Kuvas (2010), a research based on the Self-Determination Theory was undertaken in Paraná, Brazil (SDT). He saw how motivation influenced students' learning and performance. As a result, head teachers' encouragement of students is critical. Guimaraes and Bzueak (2010)

employed a quantitative technique in their research; 259 accounting science students were surveyed using a questionnaire, and a factor analysis was done, as well as principle components such extraction, internal consistency, analysis, and descriptive statistics. The descriptive survey design was adopted for this investigation.

Education is characterized as a process by Chance, P., and Chance, E. (2015). "Education is a method of providing a person with information, experience, values, and skills," they said. It's a process that lasts a lifetime". When comparing the African indigenous education system to the current European system, she stated that African indigenous education was informal yet comprehensive and integrated. It was concerned with character development and the propagation of holistic values, whereas today's educational system is more concerned with memorizing facts and passing exams, with less focus on character and distinctive value creation.

Guidance and counselling are crucial because they give insight into working knowledge, abilities, and attitudes, according to Bass, B.M., Jung, D.I., Avolio, B.J., and Bronsonj, Y., (2015). Helping young people develop discipline and the ability to deal with the challenges and realities they face in their ever-changing environment, as well as understanding themselves, their academic, social, and physical environments, realizing their potentials, and identifying opportunities in a world where opportunities for further training, employment, and advancement are dwindling, is critical. Any teenage misconduct should be changed, according to the students. Because the majority of citizens are involved in the educational process either directly or indirectly, the impact of guidance and counseling is palpable to them.

It's known as one-on-one counseling. It occurs between a qualified Counsellor (Therapist) and his client (Counselee). The goal is to help the client gain a better awareness of himself by

clarifying and guiding his ideas in order to make a meaningful decision. N. K. Thomas and I. R. Kamundia (2016). The importance of group counseling between a highly qualified counsellor and a group of people is emphasized. In order to have a cohesive group and an effective, well-controlled counselling session, the number of people in this group should be no more than seven, or at least 10. Members of the groups are clients with comparable duties or difficulties that need to be solved. A free atmosphere is provided and freedom of speech is encouraged during group counseling, according to Wango (2010). As counseling proceeds, clients are allowed to express themselves individually, so that problems that need to be handled are accessible to all to explore and profit from. During group counseling, all counselees share their sentiments, and the counsellor's role is to assist in the removal of the markings that conceal the problem (Wango, 2010). With his professional skill and knowledge, he aids in the opening up of the problem. The counsellor is more than a group member; he is responsible for directing the affairs and circumstances of the students.

The school principle, according to Nyaegah (2011), is a vital role in beginning and arranging excellent guidance and counseling services. Positive attitudes toward school guidance and counseling of students are critical for principals (Kendra, C., 2011). Any service will wither on the vine without his/her permission and continuing support, because instructors and pupils detect and frequently imitate the school administrator's attitude toward any service in the school. According to Ebizie, E. N., Enujedu, E. E., and Nkechi, E. (2016), organization of guidance and counselling in institutions is a basic aspect in guaranteeing effective discipline in any department. The school principle is responsible for planning, organizing, coordinating, and controlling the operations of guidance and counseling services. The head teacher is in charge of providing guidance and counseling services, as well as human, financial, and spiritual support.

Researchers and educational policymakers believe that schools' capacity to deal with the many complex difficulties they encounter requires more than a single person's leadership. The services of school counsellors have a good influence on students, according to reviews of studies on the subject., (Jamie, C. S., 2010).

According to Sutton and Fall (2012), the efficacy of school counselors is determined by the school atmosphere. Principals at schools with excellent counseling programs were often enthusiastic about the programs and encouraged the counsellors. Another common factor, according to Ehindero, O.J., Ajibade, (2012), was a clear grasp of the aims of the school counselling programs by counsellors and administrators. Ineffective programs did not usually have these requirements.

In their study, Mwanik, K., and Orodho, J. A., (2016) found that school counseling interventions had a significant influence on students' educational and personal growth. Individual and small-group counseling, classroom guidance, and consulting activities appear to have a direct impact on students' academic and extracurricular achievement. These interventions should take up the majority of a school counselor's time. Effective counseling programs, according to Myrick (2013), are founded on human development ideas. This theoretical framework should be reflected in program content, goals, and interventions. A developmental program is proactive and preventative in nature, assisting children in acquiring the information, abilities, self-awareness, and attitudes required for effective mastering of typical developmental activities. He went on to say that developmentally oriented programs raise the profile of the counseling program and ensure that more kids are serviced. There is also strong evidence that these programs help students develop and succeed academically.

According to Lapan, Gysbers, and Sun, students in schools with fully implemented model guidance programs were more likely to report that (a) they had received better grades, (b) their education was better preparing them for the future, (c) their school provided more career and college information, and (d) their school had a more positive climate (2015). (Feelings of belonging and safety at school are higher, classrooms are less likely to be disrupted, and classmates behave better.) After adjusting for criteria such as school size, socioeconomic status, and the percentage of minority students in attendance, Wango (2010) claims that favorable program impacts may be identified. The findings underline the critical role that school counselors play in supporting their schools' fundamental educational goals. They are in favor of a well-rounded guidance and counseling curriculum. These programs are designed to provide these services to university professors who teach school counselors.

Grace (2015) discovered that teenagers who have been educated as peer facilitators by counsellors can help sixth-grade problem-behavior students transition to middle school. For six weeks, counselors worked with eighth-grade peer facilitators once a week on how to (a) develop a helpful relationship, (b) use high facilitative replies, (c) lead a small group discussion, and (d) implement a four-step problem-solving strategy in one research project. The facilitators exhibited their ability to assist kids who are having difficulty transitioning to school, particularly in terms of attendance, grades, and attitude toward school. Referrals for discipline were also reduced, (Wango, 2010).

A number of studies have demonstrated the relevance of guidance and counseling in Kenyan public elementary schools. According to Achieng&Serem (2013), head teachers in Kenya were not well qualified to provide advice and counseling to students. It had hours for the course and was covered in the field of psychology. It was not enough to provide the teacher with the

essential information, skills, attitude, and values in order for him to provide the same to the students. The head teachers of public elementary schools, senior teachers, and teachers were the target demographics. KCPE was used as the unit of analysis, with proportional stratified random sample and purpose sampling. Questionnaires, interview schedules, observation schedules, and document analysis descriptions were used to collect data. This research employs both qualitative and quantitative methods. According to research, providing frequent assistance and counseling to students is the motivation for excellent academic performance, which is also supported by other studies (Ajowi&Simatwa, 2010).

The research suggested that guidance and counselling should be taught in primary teacher training institutes so that teachers can be prepared to deal with changes in the provision of advice and counselling to students. Good leadership offers appropriate advice and counselling skills, clarity of purpose, and compensates stakeholders for excellent performance in an educational institution, according to Kenyans Ajowi&Simatwa (2010)..

In Kisumu, Kenya, Ajowi&Simatwa (2010) conducted a full-length study on the role of guidance and counseling in improving student discipline in secondary schools. From the District's 65 secondary schools, the poll comprised 4,570 students, 65 head teachers, deputy head teachers, and 65 Guidance and Counseling Department heads. A total of 22 principals, deputy principals, guidance and counseling directors, and 916 students from 22 secondary schools were chosen. A simple random sampling method was used. The data for the study was collected using two tools. These included a questionnaire and an interview schedule. The information gathered from the questionnaire was evaluated using descriptive statistics (frequency and percentages). While the data was obtained utilizing an interview schedule, it was audio captured and transcribed into themes, categories, and sub-categories as they developed. For data display and understanding,

they were analyzed using summary Tables. The data suggest that in Kisumu District secondary schools, advice and counselling were employed only infrequently to enhance student conduct.

According to the findings of the preceding studies, guidance and counseling programs in public primary schools are critical in assisting students in achieving excellent academic results. Therefore a study was justified to establish the influence of head teacher's conceptual skills on pupils academic performance at Kenya Certificate of Primary Education, in NyamiraSouth Sub-County ,Nyamira County.

2.5 Influence of head teacher's Interpersonal skills on pupils'academic Performance.

Interpersonal ability is also known as The capacity to comprehend, motivate, and collaborate with employees is a human talent. As a result, a head teacher's capacity to perform successfully as a school manager and to develop effective understanding and cooperative effort among the team he leads is defined as a human talent (Ahmadi, 2011).

According to a research conducted in the United States by Spritzer, McCall, and Mahoney (2014), interpersonal skills assist head instructors in bringing out the best in students by enhancing their capacity to cooperate and form teams. They also aid in the attraction and development of talent, as well as the ability to motivate and unite individuals around a common goal. Social skills are the results and culminations of other aspects of emotional intelligence, and they mix with logical intelligence, emotional intelligence, and technical abilities to form a cohesive global leadership competency. Social skills allow you to get things done through others and lead others in the direction you want them to go.

On addition to general communication skills, Ngware and Wamukuru (2016) found that educating teachers in the ideas of teamwork and team building will be beneficial to both

instructors and students in Uganda. A team that meets on a regular basis allows members to discuss issues, share ideas, and clarify roles, responsibilities, and goals. Many benefits may be gained by teams that have well defined duties and meet on a regular basis. Increased job satisfaction, less anxiety, enhanced job performance, and self-confidence are just a few of the benefits. Effective head teachers should define their schools' expectations and provide a clear explanation of them.

D. Goleman (2014) looked at theories and research on the principal's role in delivering school leadership. He dealt with a variety of concerns that the principal believed to result in improved student academic achievement in their studies. One of the skills he covered was communication, which was something that each principal had to learn (Wango, 2010). This allowed the head teacher to tell the pupils about the educational objectives and goals. He goes on to say that in order to improve academic achievements in America, both principals and teachers will have to deal with issues like communication and student discipline.

In their study, Kraft and Dougherty (2013) assessed the effectiveness of teacher contact with parents and students as a way of enhancing student participation in academic activities. They discovered that communication was critical to any venture's success. Wango (2010) calculated the causal impact of teacher communication on pupils. During a necessary summer school program, they were allocated to receive a daily phone call from their home as well as a written note. He also discovered that regular teacher-family communication enhanced student involvement instantly, as seen by homework completion rates, on-task behavior, and class participation. Teacher-family engagement, according to Cohort Nominate (2016), enhanced pupils' performance on average. They finished tasks on time, decreased the number of times teachers had to refocus students' attention to the task at hand by 25%, and increased class

participation rates.. David Andrade (2015) identified three primary mechanisms through which communication was affected by engagement, based on surveys and interviews with participating teachers and students. These mechanisms were stronger teacher-student relationships, expanded parental involvement, and increased student motivation. There is a reaffirmation that communication is a critical talent that all head teachers should possess. (Freddie Silver, 2014).

Principal-teacher and student interactions would not exist without efficient communication, according to Freddie Silver (2014), who performed a research at East Carolina University. David Andrade, (2015), agrees that efficient communication from the principals benefited teachers and students by allowing them to fulfill their tasks. This leads to improved academic achievement at various levels throughout their educational careers. In addition to the foregoing, (Freddie Silver, (2014) highlighted that those learning experiences influenced student accomplishment in life since they were provided with the appropriate raw ingredients.

Effective communication in any school, according to Maes, J. D.,(2010), contributes to the attainment of the school's purposes and goals. In their research of teachers' attitudes toward mainstreaming students with disabilities, Cipkin and Rizza (2015) discovered that with effective communication, principals, teachers, and learners proceeded smoothly toward their goals. Gal, Schreur, and Engel-Yeager (2010) explain that in such a situation, teachers, together with their head teacher and other stakeholders, work together to achieve the school's objective. For greater academic accomplishment, students are taught devotedly by a team of specialists. As a result of significant interactions with administrators, teachers began to feel better about themselves and their collective missions, and they became more productive in the classroom (Freddie Silver, 2014).

According to Ehindero, OJ, Ajibade, (2012) of the University of Granada in Spain, teacher training research frequently focuses on learners' impressions of the training. The quality of instruction was influenced by the school's communication system (Gal, Schreur, & Engel-Yeger, 2010). It went on to say that communication skills were the most crucial of all the talents a teacher needed. Communication skills were recognized as an important aspect of the teacher's professional repertoire, according to Cipkin&Rizza, (2015). Teachers struggled to communicate, either because they were ignorant of the principles to good communication or because they were using ineffective communication approaches, (Cipkin& Rizza, 2015).

Interpersonal skills are critical, according to Maes, J. D., Weld, T. G., and Icenogle, M. L. (2010). Without these abilities, a head teacher will not be able to attain desired academic results for his or her students. In evaluating a learner's capacity to communicate, the head teacher's interpersonal communication skills are critical. According to Cipkin and Rizza (2015), with contemporary education system trends emphasizing students' capacity to express themselves in the teaching and learning process, it was necessary for students to gain interpersonal communication skills. It was also stipulated that heads of schools who lacked these abilities would not be considered performers in their particular institutions. A head teacher with poor interpersonal communication skills would have difficulty interacting with teachers and students. (Cipkin& Rizza, 2015).

Head teachers and education policymakers in Singapore, according to Cipkin& Rizza (2015), were faced with the challenge of balancing the positions of the many types of English utilized. This occurred in a multilingual setting. In Singapore, English served as a neutral language, bringing people of all nationalities and cultures together. Malays, Chinese, Indians, and Eurasians are the four official ethnic groups of Singapore. Seventy percent of the population is

Chinese. Furthermore, there are interactions with people from all over the world who live in Singapore. As a result, English played a critical role in nation-building and allowed the country to participate in global trade and investment. The widespread usage of Singaporean colloquial English, or Singlish, further complicates the school's bilingual atmosphere. According to Cipkin and Rizza (2015), instructors' communication abilities have a significant impact on students' academic progress. It has also had a significant effect in the educational attainment of pupils' performance.

According to Mugnai, Simon, and Peter, library department, a research on head teachers' communication practices, communication is essential to the educational process. The study was inspired by claims that poor communication tactics in public elementary schools were producing low morale among instructors and students, resulting in poor curriculum delivery and low standards. The study used a descriptive survey design and included 788 instructors from 67 public primary mixed schools, with a sample size of 57 head teachers and 258 teachers. According to the findings, head teachers should employ a combination of communication tactics to ensure good communication between instructors and students in order to improve academic achievement. Furthermore, government agencies such as the Kenya Educational Management Institute (KEMI) have mandated teacher training to emphasize the importance of every head teacher taking a management and communication skills course in order to understand the importance of effective communication in the classroom.

Lord, R. G., Hanges, P. J., & Godfrey, E. A., (2013), observed that people are led best by using consultative styles that accommodate divergent views of others, allow sharing of experiences and is participatory in decision making.

Interpersonal interactions, according to Taylor, A.A.,(2015), are at the heart of an organization's culture, shaping everyone's expectations and behaviors. Successful school leaders develop leadership through building and maintaining trust, communicating more freely, and fostering commitment and support for change. Effective school leaders maintain trust, drive motivation, provide empowerment, and increase collegiality, according to (Maes, J. D., Wieldy, T. G., & Icenogle, M. L., 2010). Taylor, A.A., (2015) emphasizes efficient communication from the head teacher to the students, which inspires instructors and students to devote and direct their efforts toward achieving the school goal and improving academic achievement. In the Nyamira South sub-county, no research was undertaken on the impact of head teachers' interpersonal skills on students' academic achievement.

2.6 Head teacher's Cognitive skilland pupils' academic performance.

According to Grace, W. W., and Teresa, A. F., (2015), schools in Western Kenya, which were previously the pride of the country for academic brilliance, have seen a significant reduction in educational standards. Some schools in the Central and Coastal areas are like this. Many others around the country are dealing with the same problems. These low standards, according to the researchers, are due to a lack of preparation among members of the teaching profession, as well as widespread absenteeism and intoxication. As a result, one might deduce that there is a problem with instructor competency. Only those principals who are committed to high standards of performance will be able to tackle this challenge. It was against this backdrop that I decided to write my study.

Another research looked into the relationship between the performance of subordinates, job complexity, and leadership styles and flexibility. Davis, M. G., Sindabi, A. M., and Chepcheing, M. C., (2015) discovered that a leader's subordinates' performance was a substantial causative

influence in determining the behavior he displays. He said that underperforming subordinates made the boss act more punitively, autocratically, and insignificantly. Because of the high performance of the subordinates, the leader became more thoughtful to the employees, less punitive, and less authoritarian.

An internal definition of system leaders, according to Robert Hill (2011), is those who work inside and outside their respective organizations, sharing and leveraging the greatest resources that the system has to offer to enhance their own and other public primary schools. They have a beneficial impact on the lives of all children and young people through influencing their thinking, policies, and behaviors. This has a significant impact on head teachers' jobs in public primary schools in terms of academic success. The actions and talents of headteachers have a significant impact on students' academic success. Leaders of a system, even more than leaders of a single school, require the intellectual capacity to explore good and alternative answers.

In his landmark study of the most successful organizations, Good to Great, Kearney (2010) claims that the most successful leaders are those that continuously display what he considers to be the greatest skill in the hierarchy of leadership skills, which he refers to as level 5 leadership: The good-to-great leaders appear to have come from Mars when compared to high-profile leaders with large personalities who generate news and become celebrities. These leaders are a contradictory combination of personal humility and professional determination. They are self-effacing, modest, restrained, and even bashful. They resemble Lincoln and Socrates more than Patton and Caesar.. There is therefore, an interesting tension between the behaviors required of the head teacher and pupils in their learning environment .Head teachers major role is the achievement of high academic excellence,(Sushil a, B., 2014).The above researches, supportthat,

there was need to conduct a study on influence of head teachers' cognitive skills on pupils' academic performance in Nyamira South sub County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction`

This chapter presents the research design, area of study, target population, sample and the sampling procedures, research instruments, validity, reliability of instruments, data collection and data analysis.

3.2 Research Design

The study used a descriptive survey design in which data was collected from members of a population by use of a questionnaire. According to Mugenda, O., and Mugenda, A., (2014), it was appropriate to determine the present status of that population in terms of one or more factors. A huge population might be researched using descriptive survey methodology, with only a fraction of that population being employed to produce the essential data. The purpose of the study was to determine the impact of the head teacher's leadership qualities in public primary schools in Nyamira County's South Sub-County. This approach was chosen by the researcher because it allowed him to analyze the phenomena in the present with great accuracy and accurately explain the observations. According to Mugenda, O., and Mugenda, A. (2014), descriptive survey design is a way of gathering data by interviewing or delivering a questionnaire to a group of people. This design had been a useful method for research and a precursor to more quantitative studies. Descriptive survey design for this study was used to analyze the influence of head teachers' leadership skills on pupils' academic performance.

3.3Area of Study

Nyamira South is one of Nyamira County's Sub-counties. It is bordered on the north by Nyamira North, on the west by Manga, on the south by Masaba North Sub-County, and on the east by Borabu Sub-County. Nyamira South is located between 00300 and 00450 south latitude and 340450 and 35000 east longitude. Nyamira town serves as the headquarters. There are two divisions, four zones, and one constituency in the district. Tea, coffee, and bananas are among the cash crops farmed in the county. Maize, beans, cassava, sweet potatoes, vegetables, millet, and sorghum account for 80% of income, with self-employment accounting for 8% and wage work accounting for 4.5 percent. Cattle, sheep, goats, and farming are all used in the area. The climate is strongly influenced by altitudes and physical features. The annual rainfall is well distributed influencing the settlement patterns although there is perennial water problem. The Sub-County was chosen because it had many public primary schools compared to the other sub counties as follows: Nyamira south 100 schools, Borabu 64 schools, Masaba North 84 Schools and manga 86 schools. The candidature was as follows: Nyamira south 5366 with a Mean Score of 235.12, Borabu 2132 candidates with Mean Score of 253.85 while Masaba North with 2400 candidates had 244.18 Mean Score. Most schools' academic performance in Nyamira South sub-County is poor. In National examinations, pupils' scores are below the average standard score. I conducted a research to get reasons resulting to poor academic performance. The problem is, public primary head teachers did not employ effectively their leadership skills on pupils' academic work. The study shows that if they would utilize their leadership skills, pupils' academic performance will improve to a higher level of excellence. The schools were accessible and adjacent to my working station. I worked tirelessly towards the success of my research.

3.4 Target Population

A population is defined by Mugenda A. and Mugenda. O. (2015) as a complete collection of humans, events, or things who have a common observable trait. In statistics, the target population was the population on which the investigation was focused. The study's target audience was public primary school principals, deputy principals, senior teachers, and Class eight teachers. There were a total of 100 public elementary schools in the area. The targeted 100 schools, with a total of 1300 respondents, including 100 public primary school principals, 100 deputy principals, 100 senior teachers, and 1000 class eight instructors.

3.5 Sample size and the Sampling Techniques

3.5.1 Sample size

Sampling is defined by Mugenda, O., and Mugenda, A. (2015) as the process of picking a number of persons or things from a population so that the selected group comprises elements typical of the qualities contained in the total group. In Nyamira South Sub-County, the study focused on 100 public elementary schools. Garret (2012) stated that if the sample size was less than 25%, there was typically little reason to believe that such a tiny set of units could effectively describe any community. He therefore, suggested that 30% was an acceptable measure to offer great precision of results and quite representative of the population. For this reason, the study adapted 30% as a sample which was 30 schools in the Sub-County distributed equally by zones. Therefore, the sample constituted 30 head teachers, 30 deputy head teachers, 30 senior teachers, 300 class eight teachers. To obtain the selected sample so that each unit was adequately treated with equal weight, the study employed stratified sampling. The schools were stratified according to academic performance. The sub county director of education was selected purposely for the

study. According to Uma, (2010), purposive sampling makes it possible for the selection of subjects on the basis of their expertise in the subject of investigation.

Table 1 Sample Size of the Study

Respondents	Target Population	Sample Size	Percentages
Head teachers	100	30	30
D/Head teachers	100	30	30
Seniors Teachers	100	30	30
Class eight teachers	1000	300	30
Sub county director of education	1	1	30
Total	**1301**	**391**	

Source: Field Data 2020

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3.6 Research Instruments

Questionnaires were used to collect data for the study. A questionnaire is a research tool that collects data from a big group of people (Mugenda &Mugenda, 2010). The anonymity of respondents is ensured using questionnaires, which is believed to improve their honesty (Mugenda &Mugenda, 2012). Questionnaires provide respondents the opportunity to openly express themselves (Mugenda&Mugenda, 2013). There were three sets of questionnaires: one for the school's principal, one for senior instructors, and one for class eight primary school teachers.

3.6.1 Questionnaire.

The researcher distributed questionnaires to the deputy head teachers, senior teachers, and class eight instructors. Questionnaires were utilized because they covered a broader range of topics than an interview guide, and they were better at supplementing information, clarifying gaps, and providing insight. Unstructured (open-ended) items were included in the questionnaire. The researcher utilized statements to which the Likert scale was applied. Because it was an inexpensive way of collecting data from a large number of individuals, the questionnaire comprised of recommendations pertaining to the study's aims and research topics., (Mugenda &Mugenda, 2013)

3.6.2 Interview Schedule

The Interview schedule was administered to head teachers and sub county directors of education. The researcher was able to make good use of the limited interview time by creating an interview schedule that included the topics he wanted to cover during the interview. Interviews were justified on the basis that they were appropriate in situations where the questionnaire was inadequate. The researcher used the interview schedule to assist elicit verbal replies from respondents. Interviews allowed the researcher to get more information from respondents by probing them further. Reluctant respondents were more readily and flexibly persuaded to answer all questions because the interview guide was open, and these qualities were relevant to this study because unwilling respondents were more easily and flexibly persuaded to answer all questions. As a result, typical open-ended questions were used to gather detailed information on the impact of head teachers on students' academic achievement.

3.7 Validity of Instruments

Validity of a research test is defined by Kombo and Tromp (2009) as the accuracy with which the test assesses what it promises to measure and whose content validity index of 0.60 and above meets the criteria. It was the degree to which the data analysis results accurately represented the phenomena under investigation. Mugenda & Mugenda, (2015) emphasized that the capacity and willingness of respondents to supply the needed information was vital to the validity of the questionnaire data, which measured consistency. A pilot research was conducted in two schools in Nyamira south sub-county to assess the validity of the instruments to be used in the study, but it was not included in the main study. The instruments were designed to incorporate an acceptable number of items with a relationship to the aims and research questions, encompassing the complete range of topics to be measured, to guarantee content validity (Borg &Gall, 2012).

Two supervisors from Kisii University's Faculty of Education determined the validity of the instruments, and their advice was incorporated into the study.

3.8 Reliability of Instruments

According to Mugenda, O., and Mugenda, A., (2014), instrument dependability was defined as the degree of consistency displayed by the instruments or technique. The test-retest approach was used to assess the study questionnaire's dependability. Two (2) deputy head teachers, two (2) senior teachers, two (2) class eight teachers who answered to the questionnaire, and two (2) head teachers and the sub county director of education who responded to an interview schedule were chosen by the researcher. Two schools in Nyamira sub-county replied to the questionnaire and interview schedule, despite the fact that the sample size was not large enough. After two weeks, the same respondents were given the identical questionnaire and interview schedule (Mugenda &Mugenda, 2013). he computation of Pearson's correlations coefficient (r) between scores from both testing period was employed as shown by the formulae Gay, (1976)

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

X = odd scores

Y = Even scores

ΣX = sum of X scores

A value of 0.70 or greater, according to Mugenda, O.M., & Mugenda, B.G., (2015), indicates good data dependability. The instruments in this investigation had a reliability value of r = 0.83, indicating that they were reliable for data collection.

3.9 Data Collection Procedures

The researcher received permission before data were collected from the registrar research and extension of Kisii University. The researcher then sought authorization from the National Commission for Science, Technology, and Innovation, and then went to the TSC Sub-county Director Nyamira South, who was in charge of the schools, and then from individual headteachers of chosen public elementary schools. This was done to make the questionnaire and interview schedule easier to administer. The researcher distributed questionnaires in each of the 30 selected public elementary schools, using a sample of 30% for each set of responders. The researcher checked whether the respondents had any difficulty. After that, the filled up questionnaires were collected. Interview schedule were also conducted between the researcher, the head teachers and the Sub County Director of Education through face to face interaction. Confidentiality was assured to the respondents. Two research assistants were also engaged during the data collection**.**

3.10 Data Analysis

According to Mugenda & Mugenda (2010), the data analysis approach was the research's lifeline, and the method of analysis was its backbone. The questionnaires were collected and verified by the researcher to ensure that they were correctly completed and responded to. The data was generated, categorized, and analyzed using SPSS version 23, a statistical tool for social research that was appropriate for accuracy and speed. Data was divided into two categories: quantitative and qualitative. Questionnaires were used for the first kind, while interview schedules were used for the second. The completed surveys were gathered and reviewed for completeness, correctness, and consistency of the data. The raw data from the field was coded and arranged into quantitative and qualitative data. As themes arose, qualitative data was

transcribed and processed, and interview material was presented verbatim. The studied data was used to provide relevant interpretations, discussions, and suggestions.

3.11 Ethical Considerations

In each stage of the research, all ethical problems were considered. The researcher wrote an introduction letter and obtained authorization letters from all appropriate authorities, including the Kisii University Research and Extension Registrar, the Sub-county Education Office, and school officials. The researcher was able to gain the trust of the respondents in the field as a result of this. Respondents were informed before to the survey, allowing them to reply freely and with awareness. Furthermore, the researcher respected the respondents' right to privacy by preserving the secrecy of the information submitted. Finally, the researcher confirmed that the information they gave was not linked to any names or personal identities.

CHAPTER FOUR

DATA PRESENTATION, ANALYSISAND DISCUSSION.

4.1 INTRODUCTION.

This chapter dealswith data presentation, analysis and discussions of results based on objectives. The study sought to achieve the following objectives:

i. To establish the influence of headteacher's technical skills on pupil'sacademic performancein KCPE in the publicprimary schoolsin Nyamira South ub County.

ii. To establish the influence of headteacher'sconceptual skills on pupils'academic performance in KCPE in public primaryschools in Nyamira South sub County.

iii. To investigate the influence of headteacher's interpersonal skills on pupils' academic performanceinKCPE in public primary chools in Nyamira South sub County.

iv. To determine the influence of headteacher'scognitive skills on pupils' academic performancein KCPE in publi primary schools in Nyamira South sub- County.

4.1.1 Questionaire Return Rate

The respondents of the study filled up the questionnaires and returned them to the reseacher . The information was as shown below:

Table 3. Questionaire Return Rate (n=360)

Respondents	Frequency distribution	Returned	Percentages
Deputyhead teachers	30	30	100%
Senior teachers	30	30	100%
Class eight teachers	300	300	100%
Total	360	360	100%

Data was collected from Deputy head teachers, senior teachers and class eight teachers. A total of 30 questionaires were issued to the deputy headteachers and 30 were returned fully completed, this constituted aresponse rate of 100%. Another 30 questionaires were distributed to senior teachers and 30 completed and returned. These constituted a response rate of 100%. 300 questionaires were further generated to class eight teachers, in total 360 questionaires were filled completely and returned which was 100% . This response rates are in agreement with Mugenda A. and Mugenda O. ,(2015).

4.1.2 The Demographic Characteristics of Respondents.

The social-demographic characteristics of respondents were described as follows in terms of frequency and percentages. This was essential as this information gave credibility and reality of the responses that enabled the researcher in the findings.

4.1.3 Position of the Respondents in School.

The frequency of the respondents of the sample size from the targeted population and their percentages were shown as in the table beow:

Table 4: Position of the respondents in the school (n=390).

Respondents	Frequency	Percentages	Cumulative Percentages
Head teachers	30	7.7	7.7
Deputy head teacher	30	7.7	15.4
Senior teachers	30	7.7	23.1
Class eight teachers	300	76.9	100
Total	390	100	

Source : School Data 2020

Table 4, is a description of the respondents who were teachers from schools. There were 30 head teachers, a representative of 7.7 %, 30 senior teachers, a representative of 7.7 % and 300 class eight teachers, which was a representative of 76.9%. In total, there were 390 teachers in their four categories respresenting 100% respondents.

4.1.4 Head Teachers Academic Qualifications

It was found that head teachers had different qualifications in their institutions. Some had higher while others had lower academic qualifications.

Table 5. Academic qualifications (n=30)

Academic qualification	Frequency	Percentages
P1 certificate in education	18	60
Diploma in education	3	10
Bachelors of education	6	20
Masters of education	3	10
Total	30	100

Table 5., shows that the number of head teachers who had P1 certificates were 18(60%) , 3(10%) had diploma, 6(20%) had bachelors, 3(10%), had masters in education. The results indicate that the majority of the head teacher respondents had P1 certificates of education which was 60%. Since all the head teachers had been trained and some to a higher level of education ,this enabled the researcher to collect the most appropriate data.

4.1.5 The head teacher's experience of leadership in school.

There was head teacher'svariation in terms of heading of puplic primary schools experience. Some had served for long while some had served for a short period of time as shown below:

Table 6: Headteacher's leadership skill experience in school (n=30)

Duration	Frequency	Percentages	Cumulative %
Less than 5years	5	16.7	16.7
5-10 years	15	50	66.7
Over 10 years	10	33.3	100.00
Total	30	100.00	

Table 6, shows that head teachers who were 5(16.7%) had served less than 5 years in headship positions while 15 (50%), had served 5-10 years and 10(33.3%) had served for over 10years. The study findings indicatd that most head teachers who were 15(50%), had been in management for a period ranging from 5-10 years and therefore were in a better positon to give relevant information on the tittle.

4.2 The influence of headteacher's technical skil1s on pupils academic performance in KCPE in public primary schools in Nyamira South sub County.

The first objective of the study examined the influence of headteacher's technical skills on pupils academic performance in KCPE in public primary schools in Nyamira South sub County. This was important as it was to give information to the researcher whether head teachers technical skills influenced the academic performance of pupils as shown in table 7 below.

`4.2.1 Deputy headteachers responses

Table 7: Deputy head teachers responses. (n=30)

Items	**Disagree**		**Strongly Disagree**		**Agree**		**Strongly Agree**	
	No	%	No	%	No	%	No	%
Delegates teachers on responsibility	15	50	5	16.7	7	23.3	3	10
Supervise teachers on syllabus coverage	10	33.3	10	33.3	6	20	4	13.4
Manages time well.	18	60	1	3.3	8	26.7	3	10
Monitors teachers &pupils educational issues	12	40	5	16.7	5	16.7	8	26.7

Delegates teachers during examinations	15	50	4	13.4	6	20	5	16.7
Discusses educational issues with pupils	16	53.3	4	13.4	6	20	4	13.4
Manages school funds well	15	50	3	10	10	33.3	2	6.7
Discuss with teachers on Tpad Tools	14	46.6	6	20	5	16.7	5	16.7

Tablle 7, shows that 15(50%) of the respodents indicated that they disagree that headteachers delegated teachers on school responsibiity, while 5(16.7%) of the respodents indicated that they strongy disagree on the same item. A smaller proportion of the respodents, 7(23.3%) indicated that they agree that the headteachers delegated responsibilities while the minority of the respondents which is, 3(10%) indicated that they strongly agree that the head teachers delegated teachers on their responsibilities. The same table reveals that 10(33.3%) of the respondents indicated that they disagree that the head teachers supervised teachers on syllabus coverage while 10(33.3%) of the respondents indicated that they strongly disagree with that item. In addition to that ,6(20%) of the respodents indicated that they agree that head teachers supervised their teachers on syllabus coverage, while 4(13.4%), of the respondents indicated that they strongly agree on the same item.

Table 7, further shows that 18(60%) of the respondents indicated that they disagree that the headteachersmanaged time welll while, 1(3.3%) rated the headteachers as strongly disagree. On the same table, 8(26.7%) of the respondents indicated that they agree that head teachers managed time well, while 3(10%) of the respondents indicated that they strongly agree.

The table revealed that, 12(40%), of the respondents, indicated disagree that headteachers monitored teachers and pupils on educational issues while ,5(16.7%), indicated that they

strongly disagree on the same statement. Furthermore, 5(16.7%),of the respondents indicated that they agree that their headteachers monitored teachers and pupils on educational issues. In addition, 8(26.7 %) of the respondents indicated that they strongly agree that their head teachers monitored teachers and pupils on educational issues.

The table further shows that, 15(50%), of the respondent indicated that they disagree that their head teachers delegated duties during examinations while, 4(13.4%), strongly disagree on the same item.Furthermore, 6(20%), and 5(16.7%)of the respondents indicated that they agree and strongly agree that their headteachers delegated duties during examination.

The table further reveals that, 16(53.3%), of the respondents indicated that they disagree that their head teachers discussed educational matters with their pupils, while 4(13.4%), indicated that they strongly disagree that their head teachers discussed the educational issues with the pupils. Furthermore , 6(20%) and 4(13.4%), of the respondents indicated that they hilagree and strongly agree that their head teachers discussed educational issues with the pupils,

From the table, 15(50%) and 3(10%) of the respondents indicated that they disagree and strongly disagree that their head teacherst managed school funds well,while 10(33.3%) and 2(6.7%) of the respondents indicated that they agree and strongly agree that their head teachers managed the funds well.

Furthermore, the table shows that, 14(46.6%) and 6(20%), of the respondents indicated that they disagree and strongly disagree that their head teachers discussed with teachers on TPAD tool The study further shows that 5(16.7 %) and 5(16.7%) indicated that they agree and strongly agree that head teachers discussed TPAD tools with their teachers . The study showed that 50%, 33.3%, 60%, 40%, 50%, 53.3%, 50%, and 46.6% of the respondents indicated that they disagree

that their head teachers utilized their technical skills maximumly, While, 23.3%, 20%, 26.7%, 16.7%, 20%, 20%, 33.3% and 16.7% of the respondents indicated that they strongly agree that their head teachers applied their technical skills.

4.2.2Senior Teachersresponses on influence of head teacher's technical skills.

The table below shows the senior teachers responses on the influence of head teachers' technical skills in pupils academic performance.

Table 8: Senior Teachers Responses. (n=30)

Items	**Disagree**		**Strongly Disagree**		**Agree**		**Strongly Agree**	
	No	%	No	%	No	%	No	%
Delegates teachers on responsibility	14	46.6	4	13.4	10	33.3	2	6.7
Supervise teachers on syllabus coverage	12	40	5	16.7	11	36.7	2	6.7
Manages time well	16	53.3	4	13.4	7	23.3	3	6.7
Monitors teachers &pupils educational issues	10	33.3	6	20	10	33.3	4	13.4
Delegates teachers during examinations	15	50	4	13.4	7	23.3	4	13.4
Discusses educational issues with pupils	18	60	3	10	9	30	0	0
Manages school funds well	15	50	5	16.7	8	26.7	2	6.7
Discuss with teachers on Tpad Tools	15	50	2	6.7	12	40	1	3.3

Table 8 reveals that 14 (46.6%) and 4 (13.4%) of the respondents disagree and strongly disagree that their head teachers entrusted school duty to their teachers, respectively, whereas 10 (33.3%)

and 2 (10%) of the respondents agreed and highly agreed on the same item. It also reveals that 11 (36.7 percent) and 2 (6.7 percent) of the respondents agree and strongly agree that their head instructors supervised teachers on syllabus coverage, respectively. The data also shows that more than half of the respondents, 16 (53.3 percent) and 4 (13.4 percent), disagree and strongly disagree that their head teachers managed time properly. While 7 (23.3%) and 3 (10%) of the respondents agreed and strongly agreed that their head teachers handled their time effectively, respectively. Furthermore, 10 (33.3%) and 6 (20%) of the respondents agreed or strongly agreed that their head instructors discussed educational issues with their students. Head teachers monitored instructors and students on educational concerns, according to 10 (33.3 percent) and 4 (13.4 percent). Half of the respondents (15 percent) and 4 percent (13.4 percent) disagreed and strongly disagreed that their head teachers delegated duties during examinations, respectively, while 7 percent (23.3%) and 4 percent (13.4 percent) agreed and strongly agreed that their head teachers delegated duties during examinations. The table also reveals that 18 (60 percent) and 3 (ten percent) of respondents disagree and strongly disagree that their head teachers addressed educational matters with their students, respectively, whereas 9 (30 percent) and 0 percent of respondents agree and strongly agree.that their head teachers discussed educational issues with their pupils. While 8 (26.7%) and 2 (6.7%) of the respondents disagreed and strongly disagreed that their head teachers managed school money properly, respectively. Finally, the chart reveals that 15 (50 percent) and 2 (16.7 percent) of respondents disagree and strongly disagree that their head teachers properly managed school money. While 8 (26.7 percent) and 2 (6.7 percent) of the respondents reported that their head teachers managed school money well, respectively. Furthermore, 15 (50%) and 2 (6.7%) of respondents disagreed and strongly disagreed that head teachers discussed the TPAD tool with instructors.

4.2.3 Class eight teachers responses on the influence of head teachers technical skills on pupils' academic performance.

Table 9: Class eight teachers responses on the influence of head teachers technical skills. (n=300)

Items	Disagree		Strongly Disagree		Agree		Strongly Agree	
	No	%	No	%	No	%	No	%
Delegates teachers on responsibility.	150	50	30	10	100	33.3	20	6.7
Supervises teachers on syllabus coverage.	120	40	60	20	80	26.7	40	13.3
Manages time well.	145	48.3	40	13.3	90	30	25	8.3
Monitors teachers &pupils educational issues.	160	53.3	50	16.7	65	21.7	25	8.3
Delegates teachers during examinations.	180	60	20	6.7	85	28.3	15	5
Discusses educational issues with pupils.	132	44	24	8	84	28	60	20
Manages school funds well.	135	45	30	10	100	33.3	35	11.7
Discuss with teachers on Tpad Tools.	160	53.3	30	10	60	20	50	16.7

Table 9 reveals that 150 (50%) and 30 (10%) of respondents disagree and strongly disagree that their head teachers distributed school responsibility obligations, respectively, whereas 100 (33.3%) and 20 (6.7%) of respondents agreed and strongly agreed on the same issue. It also reveals that 120 (40 percent) and 60 (20 percent) of the respondents disagree and strongly disagree that their head instructors supervised teachers on syllabus coverage, respectively. According to the table, 80 (26.7 percent) and 40 (13.3 percent) of the respondents disagree and

strongly disagree that their head instructors supervised teachers on syllabus coverage, respectively., While 145 (48.3%) and 40 (13.3%) of the respondents disagree and strongly disagree that their head teachers handle their time properly, respectively. Furthermore, 90 percent (30%) and 25 percent (8.3%) of respondents agreed or strongly agreed that their head teachers managed their time well..

The data also shows that more than half of the respondents, 160(53.3 percent) and 50(16.75 percent), disagree and strongly agree that their head teachers watched instructors and addressed educational difficulties with students. While 65 (21.7%) and 25 (8.3%) of respondents said they agree or strongly agree on the same subject. A higher percentage of responders, 180 (60 percent) and 20 (6.7 percent), disagree and strongly disagree, respectively. While 85.3% and 15% of respondents, respectively, agreed and strongly agreed that their head instructors transferred responsibilities during tests. The table also shows that 132 (44%) and 24 (8%) of respondents disagree and strongly disagree that their head teachers discussed educational issues with their students, respectively, while 84 (28%) and 60 (20%) of respondents agree and strongly agree that their head teachers discussed educational issues with their students. The figure also reveals that 135 (45%) and 30 (10%) of respondents disagree and strongly disagree that their head teachers managed school money properly, respectively. On the other hand, 100 (33.3%) and 35 (11.7%) of respondents said they agree and strongly agree on the same topic. It also indicates that 160 (or 53.3 percent) and 30 (or 10%) of the respondents, indicated that they disagree and strongly disagree . While 60(20%) and 50(16.7%)) of the respondents indicated that they agree and strongly agree that their head teachers discussed with teachers on TPAD tool.

The initial goal of this study was to determine the impact of head teachers' technical skills on students' academic performance in the Kenya Certificate of Primary Education (KCPE) in public

primary schools in Nyamira South sub-county. Head teachers, the Sub County Director of Education, deputy head teachers, senior teachers, and class eight teachers were among those who responded to the survey. In this study, it was discovered that the technical skills of the head teacher have an impact on the academic performance of KCPE students, despite the fact that most of them did not fully participate in order to have a meaningful impact on enabling students to excel at the highest level at the end of eight years of learning.. There were a number of obstacles which hindered the influence of head teacher's technical skills on pupils' academic performance. First from table 7-9 the following points are evident: low delegation on teachers responsibilities, low supervision of teachers on syllabus coverage, low time management, inadequate monitoring of teachers and pupils on educational issues. Furthermore meaningless discussions of educational issues with pupils which did not create any positive influence on the academic results. A smaller percentage ranging from 16.7% to 33.3% indicated that they agreed on the same item tested whether the headteachers technical skills had influence on academic performance of pupils in KCPE examinations.

It was furthermore revealed by the sub county director of education that early arrival at the working station by the headteachers agitated the wise management of time towards pupils academic performance. A smaller percentage of the head teachers agreed that they managed their time by planning wisely.

Based on the findings above on influence of head teachers technical skills on pupils academic performance ,required of head teachers is the willingness for planning, implementing and evaluating participatory academic supervision. The researcher agreed with the Director General (PMPTK 2020) that the purpose of the head teachers technical skills are to help pupils towards better academic results. According to the article published on June 24, 2019, whether you are a

student, a businessperson, an office employee, a serviceman, or someone else, it is critical to make appropriate use of your personal time.

Monitoring and evaluation is a key responsibility of head teachers. Evaluation enables the school to determine whether it is achieving its planned goals and objectives or not. This equips the head teacher with the necessary feedback for improvement, redesign of program or for better results. The head teacher must utilize both formative and summative evaluation techniques. Continuous evaluation of teachers' lesson preparation, lesson delivery and general pupils learning should be done in a manner that each strategy has a set of activities with an individual purpose and role for the teacher and pupils. According to Kearney, K. (2010), each method has a logical sequence, which is critical if students are to attain the lesson's goal. If instructors want to remain productive, they must be well supervised. In supervision, one of the most important processes is influencing. Force or compulsion make it nearly hard to collaborate with individuals toward a common purpose. As a result, as supported by the school, the head-teacher would need to know how to develop effective working relationships with the teachers in the school (Kabuchi, S. N. 2010).

Through interview schedule, the head teacher had the following comments on technical skills; head teachers responded that,*''they managed time wisely by following the school time table stricktly, early arrival from home agitated the proper management of time.* They further reported that, "*time should be planned for and utilised effectively on school activities and programmes for better academic performance . Delegaton, supervision and monitoring of teachers and pupils was also conducted whenever possible.Some educational issues were also conducted aiming at better academic performance of pupils."* The Sub County Director of education further

supported that, ' *technical skills such as delegation, suppervision,monitoring and discussion are vital towards pupils academic performance."*

4.3 The Influence of headteacher's Conceptual skills on Pupils'academic Performance in KCPE in public primary schools in Nyamira South sub County.

The second objective of the study examined the influence of headteacher's conceptual skills on pupils academic performance in KCPE in public primary schools in Nyamira South sub County. This was important as it was to give information to the researcher whether head teacher's conceptual skills influenced pupils academic performance or not as shown in table 10 below.

4.3.1 Deputy head teacher's response on head teacher's conceptual skills on pupils' academic performance in KCPE in public primary schools in Nyamira South Sub County.

Table 10: Deputy head teachers responses on head teachers' conceptual skills(n=30)

Items	**Disagree**		**Agree**		**Not sure**	
	No	%	No	%	No	%
He/she is agood planner on educational issues	12	40	12	40	6	20
He/she motivates teachers to help pupils	10	33.3	13	43.3	7	23.3
He/she motivates pupils to work hard	15	50	10	33.3	5	16.7
He/sheguides pupils whenever in problems	13	43.3	11	36.7	6	20
He/sheguides teachers on syllabus implementation.	14	46.7	12	40	4	13.3
He/she guides on time table preparation	15	50	9	30	6	20

Table 10 demonstrates that 12 (40%) of the respondents dispute that head teachers are competent planners on educational matters, while 12 (40%) agreed. The majority of responders, 6 (20%), responded that they were unsure. It also reveals that, according to the table, 10 (33.3 percent) and 13 (43.3 percent) of respondents disagree and agree that head teachers encourage teachers, respectively. 7 people (23.3%) said they weren't sure. Half of the respondents, 15 (50%) and 10 (33.3%), disagreed and agreed that the headteachers inspired students to work hard, respectively, while 5 (16.7%) said they were not sure..

It further shows aclarification that 13(43.3%) and 11(36.7%) of the respondents indicateddisagree and agree consecutively while the remaining 6(20%) of the respondents indicated that they were not sure that their headteachers guided and counselled whenever pupils had aproblem Furthermore, 14(46.7%) and 12(40%) of the respondents, indicated that they disagree and agree that their head teachers guided teachers on syllabus implementation while 4(13.3) indicated that they were not sure. Half of the respondents 15(50%) and 9(30%) indicated that they disagree and agreewhereas 6(20%), indicated that they were not sure that head teachers guided on school time table preparation.

4.3.2 Senior teachers responses on headteacher's Conceptual skills on Pupils'academic Performance in KCPE in public primary schools, in Nyamira South sub County.

The second objective of the study examined the influence of headteacher's conceptual skills on pupils' academic performance in KCPE in public primary schools, in Nyamira South sub County. This was important as it was to give information to the researcher whether head teachers' conceptual skills influenced the academic performance of pupils or not as shown in table 11 below.

Table 11: shows Senior teachers responses on the head teachers conceptual skills.(n=30).

Items	Disagree		Agree		Not sure	
	No	%	No	%	No	%
He/she is agood planner on educational issues	15	50	10	33.3	5	16.7
He/she motivates teachers to help pupils	16	53.3	8	26.7	6	20
He/she motivates pupils to work hard	14	46.7	7	23.3	9	30
He/sheguides pupils whenever in problems	15	50	7	23.3	8	26.7
He/she guides teachers on syllabus implementation	10	33.3	12	40.0	8	26.7
He/she guides school on time table preparation	13	43.3	11	36.7	6	20

Table 11, shows that 15(50%) of the respondents, indicated that they disagree that the head teachers are good planners on educational issues while 10(33.3%) indicated as agree that their head teachers are good planners on educational issues. Furthermore 5(16.7%) of the respondentsindicated that they were not sure that their head teachers are good planners on educational issues. It further shows that16(53.3%)of the respondents indicated that they disagree that the headteachers motivates teachers ,while,8(26.7%)was indicated agree that head teachers motivated teachers but 6(20%) were indicated not sure .Further, the table shows that 14(46.7%) and 7(23.3%) were indicated disagreeand agree that head teachers motivated ppupils while, 9(30%) ,were not sure whether head teachers motivated pupils or not. Furthermore,15(50%) and 7(23.3%) of the respondents indicated that they disagree and agree that their head teachers guided pupils whenever in aproblem ,whereas, 8(26.7%) indicated not sure .The table further reveals that, 10(33.3%),and ,12(40%) indicated that they disagree and agree that head teachers guided teachers on syllabus implementation, while, 8(26.7%),was indicated not sure.

The table further shows that, 13(43.3%) of therespondents indicated that they disagree while 11(36.7%) of them indicatedagree that the head teachers provided guidance on school timetable preparation. In addition, 6(20%) of the respondents indicated that they were not sure on the head teachers' guidance on time table preparation.

4.3.3Class eight teachers responses on headteacher's Conceptuals skills on Pupils' academic Performance in KCPE in public primary schools in Nyamira South sub County.

The second objective of the study examined the influence of headteacher's conceptual skills on pupils academic performance in KCPE in public primary schools, in Nyamira South sub County. This was important as it gave information to the researcher whether head teachers conceptual skills influenced academic performance of pupilsor notas shown in table 11 below:

Table 12: Class eight teachers responses on head teachers conceptual skills.(n=300).

Items	**Disagree**		**Agree**		**Not sure**	
	No	%	No	%	No	%
He/she is agood planner on educational issues	150	50	100	33.3	50	16.7
He/she motivates teachers to help pupils	180	60	84	28	36	12
He/she motivates pupils to work hard	200	66.7	50	16.7	50	16.7
He/sheguides pupils whenever in problems	160	53.3	120	40	20	6.7
He/she guides teachers on syllabus implementation	150	50	125	41.7	25	8.3
He/she guides school on time table preparation	170	56.7	100	33.3	30	10

Table 12 shows that 150(50%) of the respondents indicated that they disagree while100(33.3%) agree that head teachers are good planners on educational issues. Furthermore ,50(16.7%) of the respondents indicated that they were not sure whether the head teacher practised the skill or not. Majority of the respondentsthat is180(60%) indicated disagree that the head teachers motivated teachers to assist the pupils pass their examination. It was 84(28%) of the respondents who indicated that they agreed that head teachers motivated teachers while 36(12%) of the respondents indicated that they were not sure. The table further shows that 200(66.7%) of the respondents indicated that they disagree that their head teachers motivated pupils to work hard. While 50(16.7%) indicated that they agree. Furthermore another 50(16.7%) indicated that they were not sure that their headteachers motivated pupils to work hard.

In addition, the table shows that 160(53.3%) of the respondents indicated that they disagree that head teachers guided and counselled pupils whenever in problems. While 120(40%) indicated that they agree. A smaller proportion that is 20(6.7%) of the respondents indicated that they were not sure. Furthermore it shows that 150(50%) of the respondents indicated thatthey disagree while 125(41.7%) indicated that they agree leaving 25(8.3%) as an indication of not sure whether headteachers guided teachers on syllabus implementationor not. More than a half 170(56.7%) of the respondents indicated that they disagree while 100(33.3%) indicated that they agree. In addition 30(10%) of the respondents indicated that they were not sure that their head teacher guided teachers on schooltime table preparation.

Head teachers and sub county director of education response on conceptual skills.

According to the data collected from an interview schedule, the head teachers indicated that‘*head teachers motivated pupils and teachers towards academic performance*.” ‘*They also guided*

teachers on syllabus implementation as well as school time table preparation." From the Sub County Director of Education, he attested that,"*some headteachers performed better than others depending on individual skills andapplication while in school*". He emphazised that:"*Conceptual skills are a necessity for better academic performance of pupils. As a result competent head teachers apply them towards the attainment of better results for their schools*."

In this study, the second objective sought to investigate the influence of head teacher's conceptual skills on pupil academic performance in KCPE in public primary schools in Nyamira South Sub County. The respondents were head teachers, deputy head teachers, senior teachers, class eight teachers and the Sub-county Director of Education. In this study, it was found that conceptual skills influence pupils' academic performance in KCPE examination if employed daily to support them but a greater number of head teachers applied them to a lesser percentage which resulted to undesirable academic performance on pupils.

Based on the study findings, there are various issues that hinder the influence of head teacher's conceptual skills on pupil's academic performance. From table 10-12, the following hindrances are evident that: head teachers perform to a lesser percentage on planning towards educational issues. Motivation of teachers and pupils' as well as guidance and counseling of teachers and pupils', was not accomplished fully. It further revealed that only 40% of head teachers render provision of guidance on syllabus implementation. The table had three ratings, that is, disagree, agree and not sure. Majority of the respondents indicated that most of the items were rated between 50% and 66.7% that was on disagree. Table 12 item three indicates that head teachers motivates pupils to work hard, a representative of 66.7% on disagree. This was an indication that most of the head teachers did not execute their conceptual skills fully to enable pupils to have an

excellent academic performance on KCPE whereas a lesser percentage of the head teachers who struggled to support pupils academically were rated agree. This was below 43.3%,

Kendra, C., (2011)., Says that conceptual skills are key to achievements of pupils performance in learning environment, while Muricho, P. W. &Chang'ach, J. S,. (2013), supports that conceptual skills like decision making and excellent communication are necessary towards learner's achievement.

4.4 The influence of headteacher's interpersonal skills on pupils' academic performance in KCPE in public primary schools in Nyamira South sub County.

The third objective of the study examined the influence of headteacher's interpersonal skills on pupils' academic performance in KCPE in public primary schools in Nyamira South sub County. This was important as it was to give information to the researcher whether head teachers' interpersonal skills influenced pupils academic performance or not as shown in table 13 below.

4.4.1 Deputy head teachers and senior teachers' responses on influence of head teacher's interpersonal skills on pupils' academic performance in Nyamira South sub County.

Table 13: Deputy head teachers' and senior teachers' response on the head teachers interpersonal skills. (n=60).

Items	Disagree		Strongly Disagree		Agree		Strongly Agree	
	No	%	No	%	No	%	No	%
Communicates the school mission	25	41.7	10	16.7	15	25	10	16.7

effectively to the school community.								
Ensures that the school academic goals are visible and displayed within the school.	30	60	8	13.3	18	30	4	6.7
Discusses academic goals with teachers and pupils.	27	45	12	20	16	26.7	5	8.3
Discusses syllabus implementaion with his staff	29	48.3	9	15	17	28.3	5	8.3
Solves conflicts among teachers and pupils	24	40	11	18.3	19	31.7	6	10

Table 13 shows that 25(41.7%) of the respondents indicated thatthey disagree while 10(16.7%) indicated that they strongly disagree that the head teachers communicated the school mission effectively to the school community while 15(25%) and 10(16.7%) indicated that they agree and strongly agree. It further reveals that a greater proportion 30(60%) and8(13.3%) of the respondents indicated that they disagree and stronglydisagree that head teachers ensures that the school academic goals are visible and displayed within the school wherareas 18(30%) and 4(6.7%) indicated that they agree and strongly agree that the school academic goals are visible and were displayed within the school. Further 27(45%) and 12(20%) of the respondents indicated disagree and strongly disagree that head teachers discussed academic goals with teachers and pupils. They also agree and stronglyagree that their head teachers discussed academic goals with teachers and pupils with 16(26.7%) and 5(8.3%)respectively. In addition the table further shows that 29(48.8%) and 9(15%) indicated that they disagree and strongly disagree that head teachers discussed syllabus implementaion with his staff while 17(28.3%) and 5(8.3%) indicated that they agree and strongly agree with the same item under discussion. The study further shows that

24(40%) and 11(18.3%) indicated that they disagree and strongly disagree that the headteachers discussed syllabus implementaion with his staff while, 19(31.7%) and 6(10%) indicated that they agree and strongly agreethat their head teachers solves conflicts among teachers and pupils.

4.4.2 Class eight teachers responses on the influence on headteachers' interpersonal skills on pupils' academic performance in KCPE in public primary schools in NyamiraSouth sub County.

The third objective of the study examined the influence of head teachers' interpersona skills on pupils academic performance in KCPE in public primary schools, in Nyamira South sub County. This was important as it was to give information to the researcher whether head teachers' interpersonal skills influenced pupils' academic performance or not as shown in table 14 below.

Table 14: **Class eight teachers responses.(n=300)**

Items	**Disagree**		**Strongly disagree**		**Agree**		**Strongly Agree**	
	No	%	No	%	No	%	No	%
Communicates the school mission effectively to the school community	150	50	50	16.7	94	31.3	6	2
Ensures that the school academic goals are visible and displayed within the school.	140	46.7	45	15	100	33.3	15	5
Discusses academic goals with teachers and pupils.	146	48.7	40	13.3	105	35	9	3
Discusses syllabus implementaion with his staff	130	43.3	53	17.7	110	36.7	7	2.3

Solves conflicts among teachers and pupils	135	45	48	16	100	33.3	17	5.7

Table 14 reveals that 150 (50%) and 50 (16.7%) of respondents disagree and strongly disagree that the head teachers effectively conveyed the school mission to the school community, respectively, whereas 94 (31.3%) and 6 (2%) agreed and highly agreed. It also reveals that a higher percentage of respondents, 140 (46.7%) and 45 (15%), disagree and strongly disagree that head teachers ensured that the school's academic goals were visible and displayed within the school, respectively, whereas 100 (33.3%) and 15(5%) agreed and strongly agreed that the school's academic goals were visible and displayed.. Furthermore, 146 (48.7%) and 40 (13.3%) of respondents said they disagree and strongly disagree with their head teachers discussing academic goals with instructors and students, respectively, while 105 (35%) and 9 (3%), respectively, said they agree and highly agree with the same issue.

According to the table, 130 (43.3 percent) and 53 (17.7%) of respondents disagree and strongly disagree that head teachers discuss syllabus implementation with their staff, whereas 110 (36.7 percent) and 7 (2.3 percent) said they agree and strongly agree on the same issue. According to the findings, 135 (45%) and 48 (16%) of respondents disagree and strongly disagree that their headteachers resolve conflicts between teachers and pupils, respectively, while 100 (33.3%) and 17 (5.7%) agreed and strongly agreed that their headteachers resolve conflicts between teachers and pupils, respectively.

The headteachers said that, "*communication skills are essential to any leader as they necesitate efficient communication and effective ways of solving conflicts among teachers and pupils*." Further they enforced that,"*effective communication leads to the understanding of the syllabus*

content as well as goals and objecctives of education.'' The Sub county Director of Education further noted that, " if *head teachers maximumly employed their interpersonal skills, schools would not lag behind in terms of pupils academic performance but excel to ahigher and considerable level.".* He enforced that,"*effective communication is essential in matters pertaining to pupils academic performance."*

The third goal of this study was to investigate the impact of head teachers' interpersonal skills on students' academic achievement in the Kenya Certificate of Primary Education (KCPE) in public primary schools in Nyamira South Sub County. The Sub County Director of Education, head teachers, deputy head teachers, senior teachers, and class eight teachers were among those who responded to the survey. It was discovered in this study that head teachers' interpersonal abilities had an impact on students' academic achievement in the KCPE. The answers revealed that less than 36.7 percent of head teachers agreed, while 60 percent disagreed that head teachers did not use their interpersonal abilities. Only those few who attained between 25% and 36% as indicated by agree were able to attain an average mark. There were various hindrances as pertains the interpersonal skills shown in the tables. Head teachers were not active listeners towards pupil's academic issues and did not display school's academic goals as well. 48.3% was indicated disagree while 15% was indicated strongly disagree that head teachers discussed syllabus implementation with staff members. Conflicts among teachers and pupils were not solved fully. They indicated disagree with 40% on conflict resolution.

The study reveals that both the deputy head teachers and senior teachers indicated that 31.7% was the highest rated as agree whereas 36.7%was the highest on strongly agree as indicated by class eight teachers. A majority of respondents supported that interpersonal skills are not employed fully by head teachers on pupil's academic enhancement. A smaller percent of those

who exploited their skills lead to pupils' academic excellence in KCPE examination. Class eight teachers agreed that interpersonal skills such as active listening, motivation and discussion are a key to academic excellence.

Akah, N. W. (2017)., agrees that interpersonal skills are major pillars towards pupils academic excellence in National examinations, While Bass, B.M, (2015)., Supports the study by saying that interpersonal skills like motivation, active listening and communication are key to pupil's academic excellence. Thus Bhatia, P. (2016), supports that motivation of pupils avail much towards the academic performanceof a public primary school.

4.5 Deputyheadteachers andsenior teachers'responses on the influence of headteachers cognitive skills on pupils academic performance.

When asked to give information on the influence of head teachers' cognitive skills on pupils' academic performance, their responses were as shown in the table below.

Table 15; Deputy headteachers and senior teachers' responses.(n=60)

Items	**Disagree**		**Strongly disagree**		**Agree**		**Strongly Agree**	
	No	%	No	%	No	%	No	%
Ensures other teachers step in for the ones who are absent.	30	50	10	16.7	18	30	2	3.3
Gives opportunitiesto apply and practice information or skills by direct experience during work shops	27	45	12	20	17	28.3	4	6.7

Builds sound relationship with the educational authorities.	35	58.3	5	8.3	16	26.7	4	6.7
Communicates clearly and accurately	25	41.7	8	13.3	20	33.3	7	11.7
Establishes functional departments in school contributing to pupils academic performance	23	38.3	10	16.7	22	36.7	5	8.3
Ensures management of classroom routines and proceedures efficiently withoout loss of instructional time	26	43.3	7	11.7	24	40	3	5

Table 15 shows that 30(50%) and 10(16.7%) of respondents disagree and strongly disagree that head teachers ensure that other teachers step in for those who are absent, respectively, while 18(30%) and 2(3.3%) agreed and strongly agreed that head teachers ensure that other teachers step in for those who are absent, respectively. It also reveals that a larger proportion of respondents (27 percent) and (12 percent) disagree and strongly disagree that headteachers provide opportunities for students to apply and practice information during workshops, whereas 17 percent (28.3%) and 4 percent (6.7 percent) agreed and strongly agreed on the same item. Furthermore, 35 (58.3%) and 5 (8%%) of respondents said they disagree and strongly disagree, respectively, whereas 16 (26.7%) and 4 (6.7%) said they agree and strongly agree that head teachers create solid relationships with educational authorities.

The table also shows that 25 (41.7%) and 8 (13.3%) of respondents disagree and strongly disagree that their head teachers communicate effectively and accurately, respectively, whereas 20 (33.3%) and 7 (11.7%) of respondents agree and strongly agree on the same issue. The survey also found that 23(38.3%) and 10(16.3%) of respondents disagree and strongly disagree that

headteachers built functional departments in schools that contribute to students' academic success, whereas 22(36.7%) and 5(8.3%) agreed and highly agreed on the same issue. Furthermore, the study found that 26 (43.3 percent) and 7 (11.7 percent) of respondents disagree and strongly disagree, while 24 (40 percent) and 3 (5%), respectively, agreed and strongly agreed that their head teachers managed classroom routines and procedures efficiently without sacrificing instructional time.

4.5.1 Class eight teachers responses on head teachers Cognitive Skillson pupils' performance in Nyamira South sub County.

When asked to give information on the influence of head teachers' cognitive skill on pupils academic performance the results were as shown in the table 16 below:

Table 16 :Class eight teachers responses on Cognitive Skills :(n=300).

Items	**Disagree**		**Strongly disagree**		**Agree**		**Strongly Agree**	
	No	%	No	%	No	%	No	%
Ensures other teachers step in for the ones who are absent. (Thinking skill)	156	52	20	6.7	100	33.3	24	8
Gives opportunitiesto apply and practice information or skills by direct experience during work shops.(reasoning skill)	150	50	16	5.3	120	40	14	4.7
Builds sound relationship with the educational authorities. (reasoning skill)	123	41	30	10	127	42.3	20	6.7
Communicates clearly and accurately (pay	130	43.3	25	8.3	123	41	22	7.3

attention)								
Establishes functional departments in school contributing to pupils academic performance	140	46.7	20	6.7	130	43.3	10	3.3
Ensures management of classroom routines and procedures efficiently without loss of instructional time. (reasoning skill)	152	50.7	9	3	125	41.7	14	4.7

Table 16 shows that 156 (52%) and 20 (6.7%) of respondents disagree and strongly disagree that head teachers ensured other teachers stepped in for those who were absent, respectively, while 100 (33.3%) and 24(8%) agreed and strongly agreed that head teachers ensured other teachers stepped in for those who were absent, respectively. It also reveals that a larger proportion of the respondents, 150 (50%) and 16 (5.3%), disagree and strongly disagree that head teachers provided opportunities for students to apply and practice information during workshops, whereas 120 (40%) and 14 (4.7%) of the respondents agreed and strongly agreed on the item. Furthermore, 123 (41%), 30 (10%), and 127 (42.3%) of respondents said they disagree and strongly disagree, respectively, whereas 127 (42.3%) and 20 (6.7%) said they agree that head teachers build sound relationship with the educational authorities.

It also reveals that 130 (43.3 percent) and 25 (8.3%) of respondents disagree and strongly disagree that their head teachers communicate effectively and accurately, respectively, whereas 123 (41.3 percent) and 22 (7.3 percent) agreed and highly agreed on the same question. Furthermore, 140 (46.7%) and 20 (6.7%) respondents disagreed and strongly disagreed that head teachers developed functional departments that contributed to students' academic success.

Furthermore, the study found that 130 (43.3 percent) and 10 (3.3 percent) of respondents agreed and strongly agreed on the same statement, while 152 (50.7 percent) and 9 (3 percent) agreed and strongly agreed that their head teachers efficiently managed classroom routines and procedures without sacrificing instructional time. Finally, 125 (41.7%) and 14 (4.7%) of respondents answered that they agree and strongly agree on the same topic. The fourth goal was to investigate the impact of a head teacher's cognitive talents on child academic achievement in the Kenya Certificate of Primary Education (KCPE) in public primary schools in Nyamira South Sub-County.. The Sub-County Director of Education, the head teachers, deputy head teachers, senior teachers, and class eight teachers were among those who responded to the survey. Although most head teachers did not completely contribute to bringing a significant effect to enable kids to achieve good academic outcomes, the study indicated that cognitive skills are key pillars in the advancement of pupils' academic performance in KCPE tests. Pay attention, remembering skills, thinking skills, and reasoning abilities were all mentioned as examples of cognitive skills in this study. The outcomes of the study show that there are a number of factors that determine the impact of a head teacher's cognitive abilities on a student's academic achievement. If head teachers had used the four abilities to a greater extent, students' academic achievement would have desirable.

Boisot, M., (2013), supports this study by saying that developing strategic thought of mind, improves pupils' academic performance in national examinations. Further, Lord, R. G,(2013), also supports by saying that an integration of rethinking and decisionmaking, lead to appropriate academic results in KCPE examinations.

Head teachers asserted that "*cognitive skills are essential pillars if well utilized towards pupils academic performance,"* whereas the Sub county Director of Education stressed that, "*head teachers' cognitive skills are vital towards the enhancement of pupils academic performance."*

CHAPTER FIVE

SUMMARY CONLUSIONS AND RECOMMENDATIONS.

5.1 Introduction

The goal of this study was to see how primary school principals' leadership qualities influenced students' academic achievement in public primary schools in Nyamira South sub-county. This chapter summarizes the findings, draws inferences, and offers suggestions based on the research findings. There are also suggestions for additional research.

5.2 Summary of the Findings.

The research questions that guided the study were:

i. What is the influence of headteacher's Technical skills on pupils'academicperformance in KCPE in public primary schoolsinNyamira South sub-county.?

ii.How do headteacher'sConceptual skills influence pupils'academicperformance in KCPE in

Public primaryschools in Nyamira South sub-county.?

iii.What is the influence of headteacher's interpersonal skills on pupils'academicperformance in KCPE in public primary schools in Nyamira Southsub-county.?

1v. How head teacher'sCognitive skills influencepupils'academic performance in KCPE in public primary schoolsinNyamira South sub-county.?

5.2.1.Influence of head teacher's technical skills on pupils' academic performance in public primary schools in Nyamira South sub –county .

In this study it was found that head teacher's technical skills influence the academic performance of pupils in KCPE although most did not participate fully to bring out a meaningful influence on pupils academic achievement.Low delegation ,supervision,monitoring and poor time management , were hindrances on pupils' academic attainment

5.2.2.Influence of head teacher's Conceptual skills on pupils' academic performance.

In this study, it was found that head teacher's Conceptual skills influence pupils' academic performance if employed daily and effectively.It was also found that a greater percent of head teachers applied them to a lesser percentage which resulted to undesirable academic performance of pupils.Planning], motivation , guidance and counselling were not employed effectively on pupils academic achievements.

5.2.3 Influence of head teachers Interpersonal skills on pupils academic performance.

In this study, it was found that interpersonal skills of head teachers influenced pupils academic performance. The head teachers were not involved fully on the following: on active listening, displaying of academic goals and solving conflicts among teachers and pupils.

5.2.4 Influence of head teachers cognitive skills on pupils academic performance.

The study found out that cognitive skills are major pillars towards the enhancement of pupils academic performance in public primary schools. Pay attention, remembering, thinking and reasoning skills were not effectively utilized by head teachers.

5.3 Conclusions Based On The Researcher's Findikngs

5.3.1 Influence of head teachers' technical skills on pupils' academic performance.

Based on the findings, the study concludes that the main technical skills of the head teachers that influences pupils academijc performance in KCPE in public primary schools are, management skills, monitoring skills, supervision skills and discussion skills. They are essential skills that would enable better academic performance in KCPE results. From the study findings, head teachers who employed technical skills, supported pupils to the attainment of desirable mean standard scores while those who supported them to a lesser level achieved undesirable outcomes.

5.3.2 Influence of head teacher conceptual skills on pupils' academic performance in KCPE.

Based on the study findings the study concludes that the main conceptual skills of head teachers which influence pupils academic performance in KCPE examinations are: motivation, guidance and counselling skills. If these skills are addressed, the problem of low academic performance in KCPE examinations, in public primary schools in Nyamira South sub County will be solved.

5.3.3 Influence of head teachers interpersonal skills on pupils' academic performance in KCPE in public primary schools in Nyamira Sub county.

Based on the study findings, the study found out that the main interpersonal skills of head teachers that influence pupils academic performance in KCPE examination are: active listening, communication and conflict resolution. If head teachers addressed this skill then pupils wouldhave excelled in performance in KCPE examination in public primary schools in Nyamira south sub county.

5.3.4 Influence of head teachers' cognitive skills on pupils academic performance in KCPE in public primary schools in Nyamira Sub county.

Based on the study findings, the study found out that the cognitive skills of head teachers that influence pupils academic performance in KCPE examination are: thinking skills, remembering skills and reasoning skills. They are the vital skills if addressed by head teachers then pupils would perfom to the highest level in performance in KCPE examination in public primary schools in Nyamira South sub County.

5.4 Recommendations of the study based on objectives.

The first objectives was to estabilish the influence of head teachers'technical skills on pupils academic performance in KCPE in public primary schools in Nyamira Sub county.

Based on the findings the researcher made the following:

i. All head teachers in public primary school should join hands in the exploitation of the technical skills for the enhancement of pupils' KCPE examinations.

ii. All curriculum support officers should visit public primary institutions to supervise the implementation of headteachers' technical skills.

iii. All deputy head teachers and senior teachers should be trained on technical skills to support pupils academic plerformance.

iv. The Sub county Director of Education and his team should organize for regular seminars on technical skills of head teachers.

The second objective of the study was to investigate the influence of the head teachers' conceptual skills on pupils academic performance in public primary schools in Nyamira Sub county.

Based on the study findings, the following werethe recommendations.

i. All head teachers in public primary schools shouldjoin hands in the implementation of conceptual skills for the excellence of pupils academic performance.

ii. Alldeputy and senior teachers should also be trained on conceptual skills that theywill employ for better academic results of pupils.

iii. The educational officers should visit public primary schools once a term for the supervision purposes on conceptual skills.

iv. Education officers should organise for seminars on conceptual skills once a term for the empowerment of head teachers.

The third objective of the study was to determine the influence of head teachers' interpersonal skills of pupils' academic performance in KCPE in public primary schools in Nyamira Sub County. Based on the findings, the following were the recommendations:

i. All head teachers in public primary schools should utilize their interpersonal skills fully for the enhancement of best results from pupils

ii. The Sub county Director of Education and his team should organize for regular seminars on interpersonal skills to the head teachers.

iii. All deputy head teachers and senior teachers should be trained on interpersonal skills to to increase school manpower.

iv. The Sub county Director of Education should visit public primary schools for supervision of head teachers' interpersonal skills.

The fourth objective of the study was to determine the influence of head teachers'cognitive skills on pupils' academic performance in KCPE in public primary schools in Nyamira Sub County.

Based on the findings, the following were the recommendations:

i. All head teachers in public primary schools should join hands in the exploitation of cognitive skills for better academic results.

ii. All deputy head teachers and senior teachers should be trained on the significance of cognitive skills towards pupils' academic performance.

iii. The Sub county Director of Education and his team should organize for regular seminars on the significance of head teachers ' cognitive skills .

iv. The Sub county Director of Education should visit public primary schools for supervision of head teachers' cognitive skills.

5.5 AREAS FOR FURTHER STUDY

The following recommendations for further study were made:

i. This study was carried out in public primary schools in Nyamira South sub County. A similar study should be carried out in private primary schools in the Sub County for comparison.

ii. A research should be conducted on the influence of teachers' discipline onacademic performance of public primary schools in NyamiraSouth sub County.

iii. Further still, a study should be conducted on the influence of head teachers'leadership skills on pupils'academic performancein public primary schools using a longitudinal study over an extended period of up to 8 years.

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APPENDIX 1: Questionnaire For Deputy head teachers,senior teachers and class eight teachers.

Dear respondent, the study seeks to assess head teachers' leadership skills adapted in your school. The information you will provide will be treated with uttermost confidentiality and used only for academic purpose. Thanks in advance.

INSTRUCTIONS: Please read questions and statements carefully.

2. How would you rate yourself head teacher in the following areas? Using the scale:

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree.

Part A: Technical skill.

Skills	1	2	3	4
Delegates teachers responsibilities				
Supervises teachers on syllabus coverage				
Manages time well				
Monitors pupils and teachers during exams				
Discusses with teachers on TPAD tool				
Manages school funds well				
Discusses education issues with pupils				

Part B: Conceptual Skills

Rate your head teacher in the following areas using the scale below

1= Disagree 2=Agree 3=Not sure

Skills	1	2	3
A good planner on educational issues			
A good decision maker			
Communicates educational issues fluently.			
Guides and counsels pupils whenever in a problem			
Guides teachers on syllabus implementation			
Guides teachers on time table preparation			

Part C: Interpersonal skills

Rate your head teacher in the following areas using the scale below

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Skills	1	2	3	4
Active listener towards pupils academic issues				
Ensures that the school academic goals are visible and displayed.				

Discusses academic goals with teachers and pupils				
Motivates teachers and pupils on academic issues.				
Solves teachers and pupils conflicts wisely				

Part D: Cognitive Skills

Rate your head teacher in the following areas using the scale below

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

	1	2	3	4
Gives opportunities to apply and practice information by direct experience during workshop,(thinking skill).				
Provides access to materials and resource people to help and implement a program after formal in service presentation, (reasoning skill)				
Communicates clearly and accurately after listening, (Pays attention skill).				
Establishes functional departments in a school to contribute on academic performance.(reasoning skill)				
Ensures management of class room routines and procedures efficiently without loss of instructional time (thinking skill)				
Ensures other teachers step in for the ones who are absent				

APPENDIX 2:INTERVIEW GUIDE FOR THE SUB-COUNTY DIRECTOR OFEDUCATION.

Dear respondent, I, John NyangotoMakori, a master of education student at Kisii university, is undertaking a study which seeks to assess head teacher's leadership skills adapted in your school. The information you will provide will be treated with uttermost confidentiality and used only for academic purpose. Thanks in advance.

Section 1.

i. How are technical skills vital to head teachers? Explain:

……

……

……

……

ii. How are conceptual skills essential to head teachers? Explain:

.....

.....

.....

.....

iii. How are interpersonal skills useful to head teachers? Explain:

……

……

……

……

iv. How are cognitive skills important to head teachers? Explain:

……

……

……

……

APPENDIX 3: INTERVIEW GUIDE FOR HEADTEACHERS

Dear respondent, I, John NyangotoMakori, a master of education student at KisiiUniversity is undertaking a study which seeks to assess head teacher's leadership skills adapted in your school. The information you will provide will be treated with uttermost confidentiality and used only for academic purpose. Thanks in advance.

i. What is your professional qualification?

   P1 [ ] Diploma in education [ ] Bachelor of education [ ] Masters in education [ ]

ii. What is your working experience as a head teacher?

   Less than 5 years [ ] 5-10 years [ ] over 10 years [ ]

iii. How do you guide and counsel your teachers? Explain

   ……

   ……

iv. How do you manage time in school? Explain

   ……

   ……

v. How do you motivate teachers and pupils?

   ……

   ……

vi. How do you solve teachers and pupils' conflicts in school? Explain

   ……

   ……

vii. How do you assist pupils when one or two teachers are absent?.

   ……...

APPENDIX 4: INTRODUCTORY LETTER FROM REGISTRAR RESEARCH AND EXTENSION KISII UNIVERSITY

KISII UNIVERSITY

Telephone: +254 773452323
Facsimile: +254 020 2491131
Email: research@kisiiuniversity.ac.ke

P O BOX 408 – 40200
KISII
www.kisiiuniversity.ac.ke

OFFICE OF THE REGISTRAR RESEARCH AND EXTENSION

KSU/R&E/ 03/5/vol.1/126 **DATE:** 11th September 2017

The Head, Research Coordination
National Council for Science, Technology and Innovation (NACOSTI)
Utalii House, 8th Floor, Uhuru Highway
P. O. Box 30623 – 00100
NAIROBI - KENYA.

Dear Sir/Madam

RE: JOHN NYANGOTO MAKORI EM17/00137/10

The above mentioned is a student of Kisii University currently pursuing Masters Degree in Educational Administration enrolled in the Faculty of Education and Human Resource Development. The topic of his research, ***"Influence of Headteacher' Leadership Skills on Pupils Academic Performance in Nyamira South Sub-county Nyamira County,Kenya ".***

We are kindly requesting for assistance in acquiring a research permit to enable him carry out the research.

Thank you.

for Prof. Anakalo Shitandi, PhD
Registrar, Research and Extension

Cc: DVC (ASA)
Registrar (ASA)
Director SPGS

AS/mm

APPENDIX 5: INTRODUCTORY LETTER FROM THE MINISTRY OF EDUCATION

MINISTRY OF EDUCATION

Telegram: "EDUCATION", Nyamira
Telephone: (058) 6144224

When replying please quote

COUNTY DIRECTOR OF EDUCATION
NYAMIRA COUNTY
P.O.BOX 745
NYAMIRA

REF..... NCEO/1/25 VOL.II/211

DATE: ..... 17TH OCTOBER, 2017

TO WHOM IT MAY CONCERN

RE: AUTHORITY TO CONDUCT RESEARCH BY JOHN NYANGOTO MAKORI

The above named person is a student at **KISII UNIVERSITY.** He has been given authority by the National Commission for Science, Technology and innovation to conduct Research on **"Influence of head teacher' leadership skills on pupil's academic performance in Nyamira South Sub-County, Nyamira County, Kenya"**

The research will commence immediately and end on **9th October, 2018**.

Please accord him your assistance.

COUNTY DIRECTOR OF EDUCATION
NYAMIRA COUNTY
Date:.....
P.O. Box 745 - 40500.

DIMBA KENNEDY
FOR; COUNTY DIRECTOR OF EDUCATION
NYAMIRA COUNTY.

APPENDIX 6: INTRODUCTORY LETTER FROM NACOSTI

NATIONAL COMMISSION FORSCIENCE, TECHNOLOGY ANDINNOVATION

Telephone: 020 400 7000,
0713 788787,0735404245
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref:No.**NACOSTI/P/17/91617/19444** Date:**10th October, 2017**

John Nyangoto Makori
Kisii University
P.O. Box 408-40200
KISII.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of head teachers' leadership skills on pupils academic performance in Nyamira South Sub-County, Nyamira County, Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Nyamira County** for the period ending **9th October, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education,Nyamira 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.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyamira County.

The County Director of Education
Nyamira County.

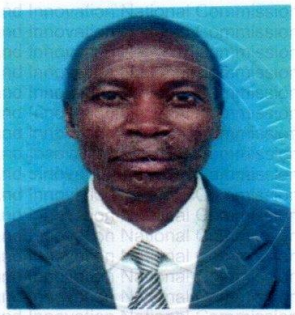
APPENDIX 7: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. JOHN NYANGOTO MAKORI
of KISII UNIVERSITY, 0-40500 NYAMIRA,has been permitted to conduct research in *Nyamira County*

on the topic: *INFLUENCE OF HEADTEACHERS' LEADERSHIP SKILLS ON PUPILS ACADEMIC PERFORMANCE IN NYAMIRA SOUTH SUB-COUNTY, NYAMIRA COUNTY, KENYA.*

for the period ending:
9th October,2018

Permit No : NACOSTI/P/17/91617/19444
Date Of Issue : 10th October,2017
Fee Recieved :Ksh 1000



.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

APPENDIX 8: AUTHORIZATION FROM NATIONAL GOVERNMENT

REPUBLIC OF KENYA

THE PRESIDENCY

Ministry of Interior and Coordination of National Government

Telephone: 020-2012491
Fax: 058-6144446
Email: cc.nyamira@interior.go.ke
ccnyamira2012@gmail.com.

OFFICE OF THE COUNTY COMMISSIONER
NYAMIRA COUNTY
P.O. BOX 2 - 40500
NYAMIRA

When replying please quote our

REF: NYRC/ED.2/VOL.II/50 **DATE: 17th October, 2017**

The Deputy County Commissioners
NYAMIRA SOUTH

RE: JOHN NYANGOTO MAKORI– KISII UNIVERSITY
RESEARCH AUTHORIZATION

Reference is made to letter Ref. No. NACOSTI/P/17/91617/19444 dated 10th October, 2017 from the Director General/CEO, National Commission for Science, Technology and Innovation, Nairobi authorizing ***John Nyangoto Makori*** to carry out research on ***"Influence of head teachers' leadership skills on pupils academic performance in Nyamira South Sub-County in*** *Nyamira County*"

This is to inform you that the planned research will be conducted in Nyamira County, upto ***9th October, 2018.***

Kindly accord him the necessary assistance."

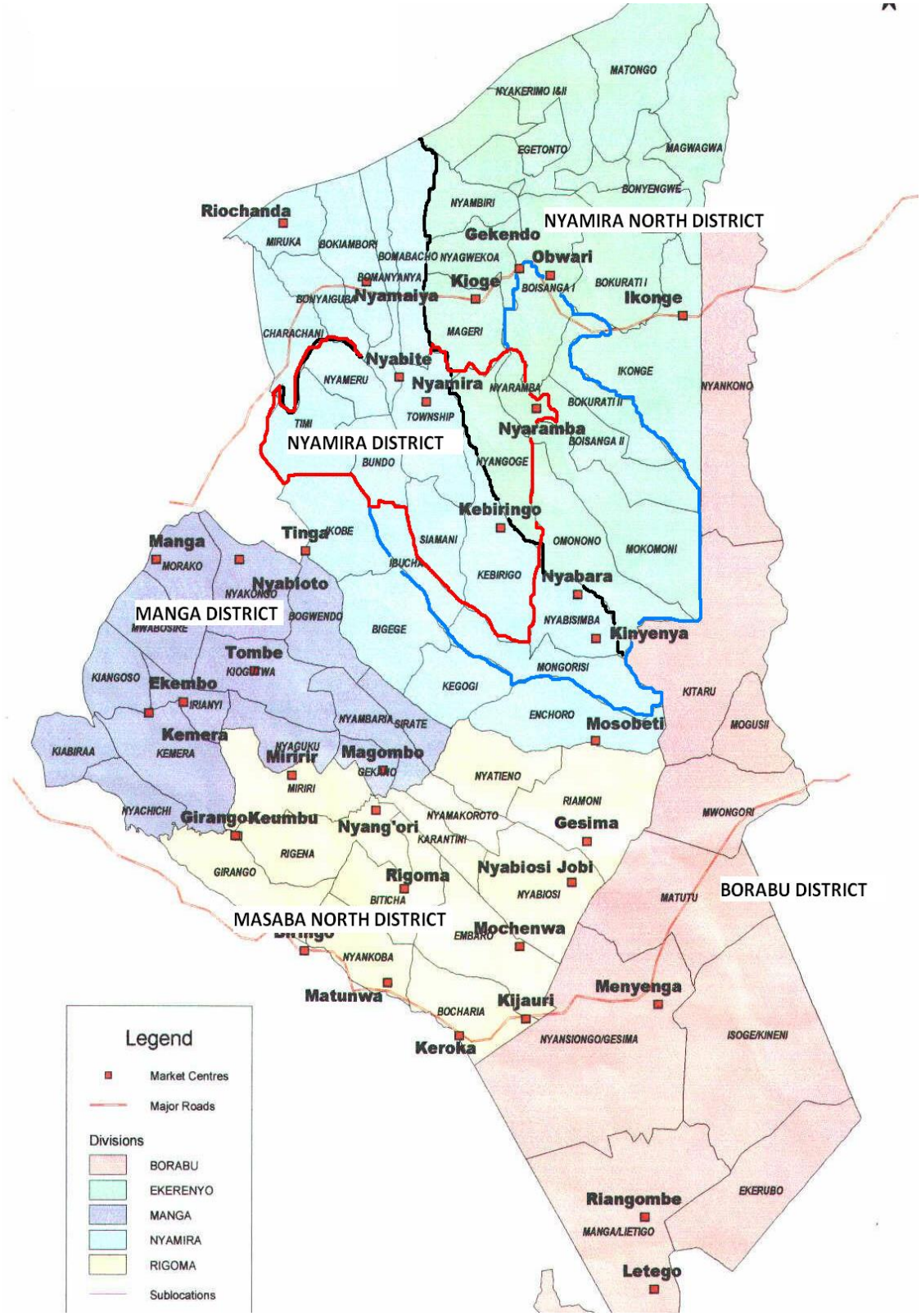
GRACE L. NGINDA
FOR: COUNTY COMMISSIONER
NYAMIRA

Copy to:

National Commission for Science, Technology
& Innovation,
P.O. Box 30623
NAIROBI

County Director of Education
P.O Box 4
NYAMIRA

APPENDIX 9: MAP OF NYAMIRA COUNTY



APPENDIX 10: PLAGIARISM REPORT

INFLUENCE OF HEADTEACHERS' SELECTED LEADERSHIP SKILLS ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN NYAMIRA SOUTH SUB-COUNTY, NYAMIRA COUNTY, KENYA

ORIGINALITY REPORT

19%	18%	3%	8%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	www.scribd.com Internet Source	1%
2	ir-library.ku.ac.ke Internet Source	1%
3	strategicjournals.com Internet Source	1%
4	erepository.uonbi.ac.ke Internet Source	1%
5	Submitted to Mount Kenya University Student Paper	1%
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