HEADTEACHERS MANAGEMENT PRACTICES AND LEARNERS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN WEST POKOT COUNTY, KENYA

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A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL PLANNING AND MANAGEMENT OF MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY

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DECLARATION

This thesis is my original work prepared with no other than the indicated sources and support and has not been presented for award of a degree in any other university

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DEDICATION

I dedicate this work to my mum, Mrs. Dymphina Osena and Dad, Mr. Josiah Osena, my children and family members for their support, love and encouragement.

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ABSTRACT

The management practices of headteachers are vital tools for improving school performance, addressing emerging challenges, and enhancing learners' long-term academic performance. This study analyzed the influence of Headteachers' management practices on learners' academic performance in public primary schools in West Pokot County, Kenya. Specifically, the study examined planning, organizing, staffing, directing, and controlling management practices on learners' academic performance, and the moderating role of Headteachers' demographic characteristics on this relationship. The study was guided by theories of education and leadership and adopted a cross-sectional survey research design using a mixed-methods approach. The target population comprised 320 Headteachers, 1,280 subject heads of departments, 1,920 class eight pupils, four Teachers Service Commission (TSC), Sub-County Directors of Education (SCDEs), and one Quality Assurance and Standards Officer (QUASO). A sample of 32 schools was selected using Roscoe's (1975) "Rule of Thumb" guideline, representing at least 10% of the population. The sample included 32 headteachers, 128 subject heads of departments, four SCDEs, one QUASO, and 192 class eight pupils, all selected purposively. Data were collected using questionnaires, interview guides, document analysis, and school observation checklists. Instrument validity was ensured through face and content validation, while reliability was tested using the test–retest method, yielding a coefficient of $r = 0.7$. Quantitative data were analyzed descriptively (means, percentages, standard deviations) and inferentially using correlations, simple linear regression, multiple linear regression, moderation analysis with PROCESS Macro. Inferences were made at a 0.05 significance level (two-tailed test). Findings revealed that headteachers' management practices had a significant and positive effect on learners' academic performance ($F = 55.301$, $p < 0.05$). Furthermore, headteachers' demographic characteristics significantly moderated this relationship ($\beta = 0.0532$, $p = 0.000$). Specifically, headteachers' experience significantly moderated the relationship between controlling ($\beta = 17.86$, $p < 0.05$) and staffing ($\beta = 14.03$, $p < 0.05$) practices and pupils' academic performance. The study concluded the study affirms that Headteachers' management practices – enhanced by leadership experience – constitute a vital lever for improving learners' academic performance in West Pokot County. Strengthening leadership capacity through training, mentorship, and supportive policy frameworks will foster sustainable academic excellence and equity in Kenya's public primary education system especially in schools in marginalized areas.

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ABBREVIATIONS AND ACRONYMS

ASAL: Arid and Semi- Arid Lands

CBO: Community Based Organization

CBE: Competency Based Education

EFA: Education for All

ERS: Economic Recovery Strategy

FGD: Focus group discussion

FPE: Free Primary Education

GOK: Government of Kenya

HOD: Head of Department

MDG: Millennium Development Goals

MOEST: Ministry of Education Science and Technology

NARC: National Rainbow Coalition Party

NGO: Non- Governmental Organization

PPMCC: Pearson's Product Moment Correlation Coefficient

PRS: Poverty Reduction Strategy

PTR: Pupil Teacher Ratio

QUASO: Quality Assurance and Standards Officer

ROK: Republic of Kenya

TSC SCDE Teachers' Service Commission Sub-County Director of Education

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations Children's' Fund

UPE: Universal Primary Education

TPAD: Teacher performance appraisal and development

OOSC: Out of school children

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Formal education is widely acknowledged to play critical roles in both individual and societal development and is a fundamental human development indicator that determines life quality (Ampofo et al., 2019). Moreover, basic education serves as the essential foundation for the socio-economic, political, and cultural advancement of a nation (Ali & Abdalla, 2017; UNESCO, 2021). It enhances quality of life by providing knowledge, skills, abilities, values, attitudes, and competencies that foster self-reliance (World Bank, 2018).

To establish a robust foundation, learners must access high-quality education, which aligns with the global commitments of Education for All (EFA) and the Sustainable Development Goal (SDG) 4 on inclusive and equitable quality education (UNESCO, 2020). The objective of education is therefore to equip citizens with knowledge and skills to transform their societies and reduce inequality, fostering the development of capabilities, attitudes, and behaviours aligned with broader societal norms (Kenya Policy Framework for Education & Training, 2022).

Education, as a fundamental human right, lays the foundation for peace and sustainable development, serving as the springboard for lifelong learning and preparation for further educational advancement (UNICEF, 2023). Consequently, educational institutions are expected to function as engines for social transformation (Republic of Kenya, 2020). In Kenya, the introduction of the Free Primary Education (FPE) policy aimed to provide universal access to quality basic education; yet, in many contexts the promise remains elusive (Ngigi et al., 2024; Manyasa & Karogo, 2022). This

underscores the need to improve school-level organization processes and strengthen instructional leadership for enhanced learning outcomes (Šejtanić, 2017).

Globally, the effectiveness of Headteachers is a key priority since leadership quality is strongly associated with school administration efficiency and student outcomes (Owan, 2020; Akram & Ghazanfar, 2018). Research indicates that Headteachers' management practices influence teacher performance and student academic achievement, where strong instructional leadership cultivates teacher competence and learner success (Haramain, 2019; Akoth, 2015).

Effective school performance therefore depends considerably on the ability of Headteachers to apply sound management practices (Erasmus & Da Silva, 2019). Improvement in school organizational work requires adopting innovative and collaborative management practices (Šejtanić, 2017). The Headteacher's managerial role is complex and essential, involving coordination, supervision, and motivation of teachers toward school goals (Arop, Ekpang & Owan, 2018).

Management in education thus involves strategic planning, resource allocation, staff motivation, and coordination of school practices to achieve optimal results (Masese & Wanjala, 2020). The success or failure of a school is substantially influenced by the Headteacher's ability to lead effectively (Akpan, 2016). Leadership is a process of influence aimed at achieving shared vision, where Headteachers disseminate and reinforce school mission, values, and goals through collaborative engagement (Ali & Abdalla, 2017). Poor management practices are associated with weak teacher performance and diminished learning outcomes, while effective administrative leadership promotes quality instruction, improved learner retention, and enhanced overall school performance (Oduor & Mogeni, 2019).

Organizing as a management practice involves harmonizing physical, financial, and human resources to form productive working relationships (Onyancha, Ondigi & Mobegi, 2021). Stretton (2015) identifies three key aspects of organizing: task grouping, delegation of responsibility, and establishing cooperative working relationships. After organizing, the directing function follows, which entails offering guidance, clarifying expectations, and motivating teachers (Jaya, 2017).

The controlling function ensures continuous monitoring of performance standards and corrective intervention when necessary (Daft, 2020). Headteachers are therefore required to supervise teaching practices, review instructional plans, and ensure alignment of teaching and learning activities with school objectives (Musingafi & Mafuta, 2019).

Singapore's education system demonstrates how strong leadership, professional development, and school autonomy enhance educational performance and innovation (OECD, 2018; Onyancha et al., 2021). In Sub-Saharan Africa, research emphasizes that while resources are essential, the human factor—particularly teacher effectiveness and leadership—plays the most critical role in promoting academic achievement (UNESCO, 2019).

Teachers are required to perform multiple instructional and administrative tasks, making supportive leadership vital (Haramain, 2019). Many African countries have implemented training programs to strengthen school leadership, such as leadership development for Headteachers in South Africa and the Senegal Improvement Plans (SIP) (Erasmus & Da Silva, 2019). In Kenya, Headteachers are required to undertake management training through the Kenya Education Management Institute (KEMI) (RoK, 2019).

Despite efforts to expand access through FPE, many public schools—particularly in Arid and Semi-Arid Lands (ASALs)—continue to experience educational challenges, including limited infrastructure, teacher shortages, low learner retention, insufficient learning materials, and low academic achievement (Ayiro & Sang, 2017; Lavalah & Mutola, 2020). Uwezo and Twaweza assessments have consistently shown that ASAL Counties record comparatively lower literacy and numeracy competencies (Twaweza, 2020).

West Pokot County records persistently low KCPE performance, with more than half of candidates scoring below the national average, limiting transition to secondary education (Lucas & Mbiti, 2019; Maiyo & Ashioya, 2018). Although efforts have been made to enhance access, retention, and learning quality in ASAL Counties, significant implementation gaps persist (MoE, 2019).

Teacher professional development remains a critical determinant of learning outcomes, yet attention to Headteachers as instructional leaders in marginalized communities remains insufficient (Archibong & Effiom, 2019). Therefore, given the persistent educational disparities in ASAL regions, there is a compelling need to examine the influence of Headteachers' management practices on pupils' academic performance in public primary schools in West Pokot County, Kenya.

1.2 Statement of the Problem

Headteachers management practices play a critical role in shaping teaching and learning processes within schools, and in influencing learners' academic performance. Effective Headteachers provide strategic direction, coordinate teachers and learners, engage parents and the wider communities, and foster conducive learning environments that enhance academic performance (Gichuhi, Nyakundi & Onyango, 2024). The overall

success of a school largely depends on the Headteacher, whose management practices indirectly influence learners' academic outcomes through strengthened instructional delivery and learning climate (Zaman, 2024). Consequently, professional preparation and academic qualifications of Headteachers are essential for effective execution of school management functions (Onyancha, Ondigi & Mobegi, 2021).

Despite this pivotal role, many public primary schools in West Pokot County continue to register low academic performance in national examinations. Data from the Kenya National Examination Council (KNEC, 2019) reports show that the County consistently performs below the national mean in KCPE. In contrast, neighboring non- ASAL Counties such as Trans Nzoia and Bungoma record comparatively higher school mean scores, highlighting persistent regional performance disparities. These educational challenges in West Pokot are further compounded by socio-economic and cultural factors including poverty, inadequate learning resources, limited infrastructure, and nomadic pastoralist lifestyles that disrupt regular school attendance (Ministry of Education, 2021; UNESCO, 2020).

Although government and non-governmental interventions such as FPE and localized support programs have sought to improve educational outcomes, the anticipated enhancement in academic performance remains limited (Uwezo Kenya, 2016). Research in Turkana and West Pokot Counties indicates that nomadic pastoralist learners continue to lag behind in enrollment, attendance, retention, and academic performance, and transition to higher education (Ayiro & Sang, 2015), with educational indicators showing that these communities rank among the lowest in the nation (Ayiro et al., 2015).

While previous research has linked poor academic performance in ASAL regions to socio-economic and cultural factors, such studies did not examine how Headteachers

apply specific management practices- planning, organizing, staffing, directing, and controlling- under such conditions (Ayiro et al., 2015). Furthermore, KCPE performance variation within West Pokot County remains wide despite schools sharing similar socio-economic environments. For instance, between 2012 and 2016, the number of public primary schools posting mean scores of 250 marks and below increased from 12 to 14, suggesting that differences in academic outcomes may be associated with variations in Headteachers' management approaches

Additionally, the influence of Headteachers' demographic characteristics-such as experience in Headship, teaching experience, and academic qualifications-on the relationship between management practices and academic performance has not been adequately explored. These characteristics may moderate how effectively Headteachers carryout planning, organizing, staffing, directing, and controlling practices, school activities, yet this dimension remains insufficiently addressed in empirical literature.

Therefore, the problem addressed in this study is the limited understanding of how Headteachers' management practices influence learners' academic performance, and the extent to which this relationship is moderated by Headteachers' experience as school heads, teaching experience, and academic qualifications in public primary schools in West Pokot County, Kenya.

1.3 Purpose of the Study

The purpose of the study was to analyze Headteachers' management practices and learners' academic performance in public primary schools in West Pokot County, Kenya.

1.4 Objectives of the Study

The objectives of this study were:

i. To evaluate the effect of Headteachers planning management practices in academic programmes on learners' academic performance in public primary schools in West Pokot County, Kenya.

ii. To assess the effect of Headteachers organizing management practices in academic programmes on learners' academic performance in public primary schools in West Pokot County, Kenya.

iii. To evaluate the effect of Headteachers staffing management practices in academic programmes on learners' academic performance in public primary schools in West Pokot County, Kenya.

iv. To assess the effect of Headteachers directing management practices in academic programmes on learners' academic performance in public primary schools in West Pokot County, Kenya.

v. To evaluate the effect of Headteachers controlling management practices in academic programmes on learners' academic performance in public primary schools in West Pokot County, Kenya.

1.5 Research Hypotheses

This research was guided by the following research hypotheses:

$H_0$1: There is no statistically significant effect between Headteachers' planning management practices in academic programmes and learners' academic performance in public primary schools in West Pokot County, Kenya.

$H_0$2: There is no statistically significant effect between Headteachers' organizing management practices in academic programmes and learners' academic performance in public primary schools in West Pokot County, Kenya.

$H_0$3: There is no statistically significant effect between Headteachers' staffing management practices in academic programmes and learners' academic performance in public primary schools in West Pokot County, Kenya.

$H_0$4: There is no statistically significant effect between Headteachers' directing management practices in academic programmes and learners' academic performance in public primary schools in West Pokot County, Kenya.

$H_0$5: There is no statistically significant effect between Headteachers' controlling management practices in academic programmes and learners' academic performance in public primary schools in West Pokot County, Kenya.

1.6 Significance of the Study

This study provides empirical evidence on how Headteachers management practices- specifically planning, organizing, staffing, directing, and controlling- influence learners' academic achievement in public primary schools in West Pokot County. By examining KCPE school mean scores, the study offers an objective and standardized measure of academic outcomes.

The study is important because it examines the moderating role of Headteachers' demographic characteristics (experience as a Headteacher, teaching experience, and academic qualifications) on the relationship between management practices and academic performance. Understanding how these characteristics strengthen or weaken the effectiveness of management practices provides deeper insights into why some schools perform better under particular leadership profiles.

The findings will benefit Headteachers by helping them understand how their professional background and qualifications influence their ability to apply effective

management practices. This knowledge can guide Headteachers in reflecting on their leadership skills and identifying areas for professional growth.

The study will assist teachers by promoting more purposeful collaboration between the teaching staff and the school administration. Better alignment of management practices with teacher needs may enhance instructional quality and ultimately support improved learning outcomes.

The study will inform education policy makers and County/Ministry of Education officials by identifying leadership competencies and professional development arears that should be prioritized in training, deployment, promotion, and capacity building for Headteachers. This will support more targeted and effective school leadership strategies, particularly in rural and marginalized contexts such as West Pokot County.

The findings will be useful to non-governmental organizations and education development partners who support school improvement programs. The evidence will guide them in designing interventions that not only improve management practices but also account for Headteachers professional characteristics.

Lastly, the study contributes to academic knowledge and research, filling a gap in literature regarding how demographic characteristics moderate the effectiveness of management practices in determining academic performance in primary schools. It offers a framework for further research in Kenya and other similar educational contexts.

1.7 Assumptions of the Study

The study was based on the following assumptions:

1. Headteachers apply management practices in their day-to-today school administration. It was assumed that Headteachers regularly engage in planning,

organizing, staffing, directing, and controlling activities as part of their leadership responsibilities in managing school operations.

2. KCPE mean scores of schools are a valid and reliable indicator of learners' academic performance. The study assumed that KCPE mean scores accurately reflect learners' academic performance and can be used to compare achievement across schools.
3. Respondents provided honest and accurate information. It was assumed that Headteachers and subject HOD's responded truthfully in the questionnaires and interviews regarding their management practices and school operations, without exaggerating or withholding information.
4. Schools operate under comparable policy and curriculum guidelines. Since all public primary schools in Kenya are governed by the Ministry of Education, it was assumed that they operate under similar staffing procedures, instructional expectations, and assessment systems.
5. Headteachers' demographic characteristics influence the execution of management practices. The study assumed that differences in Headteachers' experience as school Heads, teaching experience, academic qualifications shape how effectively they apply planning, organizing, staffing, directing, and controlling practices.
6. The study was ground in Classical Management Theory (Fayol,1916), which posits that organizational effectiveness depends on the systematic application of core management functions. Therefore, effective execution of the management functions (planning, organizing, staffing, directing, and controlling practices) contributes to improved organizational performance. In the school context, this translates to improved teaching processes and enhanced learners' academic performance.

7. Headteachers who are professionally prepared and experienced are more capable of applying management practices effectively. Therefore, Headteachers' demographic characteristics (experience as a Headteacher, teaching experience, academic qualifications) were assumed to moderate the relationship between their management practices and learners' academic outcomes.

1.8 The Scope of the Study

The study examined the influence of Headteachers management practices on learners' academic performance in public primary schools in West Pokot County, Kenya. The study specifically focused on the management practices of planning, organizing, staffing, directing, and controlling practices, as applied by Headteachers in the management of schools, and as conceptualized within classical management theory. The target population consisted of Headteachers, Subject Heads of departments (Subject HOD's, class eight learners, from selected public primary schools within the four sub-Counties of West Pokot, and the County Sub- County directors of Education and Quality Assurance (SCDE) and Standards Officer (QUASO) of the County.

The research adopted a mixed methods research approach, integrating both quantitative and qualitative data to provide a comprehensive understanding of the relationship between Headteachers' management practices and learners' academic performance. Data was collected using questionnaires, interview guide, observation schedules and document analysis techniques. These instruments were administered to pupils, subject HOD's, Headteachers, TSC Sub- County directors of Education and Quality Assurance and Standards Officers of West Pokot County, Kenya.

Data on academic performance was obtained solely through KCPE school mean scores for the years 2012-2016, which provided standardized and comparable measure of learners' performance across schools. The generalizations of the study therefore were limited to those schools involved in the KCPE examinations. The study also focused on Headteachers' management practices and learners' academic performance in public primary schools in West Pokot County Kenya between the years 2012 to 2016.

The study was limited to public primary schools because they operate under uniform administrative and management structures governed by the Ministry of Education. Private primary schools, ECDE centres, junior secondary schools, and secondary schools were excluded from the study as they operate under different administrative structures and leadership dynamics. Additionally, the study did not examine external factors such as national curriculum policy changes beyond their influence on internal school management practices.

It was impossible to explore all the variables that involve Headteachers' management practices that influence learners' academic performance. The study therefore employed five Headteachers management practices: planning management practices in academic programmes was in terms of what, when and how academic programmes were to be achieved. Organizing management practices in academic programmes was in terms of creating structure of duties and responsibilities, assigning duties and activities to specific positions and people and delegating authority to positions and people in academic programmes.

Staffing management practices in academic programmes was in terms of filling subject areas with the right qualified teachers, development of teachers and appraisal of teachers. Directing management practices in academic programmes was in terms of

managerial function of guiding, supervising, motivating, leading, issuing orders and instructions. Controlling management practices in academic programmes was in terms of establishing standards of measuring work performance by monitoring academic programmes, supervision of teaching and learning, curriculum implementation, syllabus coverage, attendance by teachers and learners and preparation of academic records by Headteachers and teachers for pupils.

1.9 Limitations of the Study

The study had several limitations. Firstly, the use of school KCPE mean scores as a sole measure of learners' academic performance may nor fully capture all dimensions of learning, such as co-curricular performance, continuous assessment progress, or learner competencies. However, KCPE mean scores were selected because they are standardized, nationally recognized, and comparable across schools.

Self-reported information from Headteachers and subject HOD's regarding their management practices may have been influenced by social desirability bias, leading to some respondents to portray their practices more favorably than they occur in daily operations. This limitation was addressed through triangulation using subject HOD's responses and interview data.

Accessibility challenges in some remote or insecure areas of West Pokot County may have restricted full coverage of all school zones, potentially affecting the representativeness of the sample. Finally, while the study examined Headteacher management practices, it did not control for external factors such as home learning environment, poverty levels, learners' health, or community attitudes, which may also influence KCPE performance. Despite these limitations, rigorous data collection and analysis procedures were used to enhance the validity and reliability of the findings.

1.10 Theoretical Framework

This study was guided by two categories of theories: theories of education (functionalist, conflict, and symbolic interactionist perspectives) and leadership theories (participative and transformational leadership). Since no single theory sufficiently explains the relationship between Headteachers' management practices and learners' academic performance, the complementary use of these theories provides a more holistic explanation at both the macro-societal and micro-organizational levels (Sadovnik, Cookson, & Semel, 2018; Bush & Glover, 2024).

1.10.1 Theories of Education

These theories informed the conceptualization of learners' academic performance as the dependent variable. The framework draws on the functionalist theory, conflict theory, and symbolic interactionist theory, which collectively explain how schooling structures influence learner outcomes (Ballantine, Hammack, & Stuber, 2021).

1.10.1.1. The Functionalist Theory

Functionalists' theory emphasizes the positive social functions of education such as promoting social cohesion, transmitting shared values, and preparing individuals for labour market participation (Durkheim, 1898; Macionis, 2021). Schools function as micro-societies where learners internalize norms that enable participation in broader society (Thompson, 2015).

In marginalized contexts such as West Pokot Couty, functionalist roles of education are crucial in helping learners develop shared identity and social belonging despite socio-economic disparities (UNESCO, 2022). Additionally, functionalists view education as promoting meritocracy, where learners advance based of effort and ability (Ainsworth, 2013; Macionis, 2021). However, critics argue that equal opportunity is not always

realized because structural disparities persist in access to quality education (Sayed & Singh, 2020).

This theory is relevant to the study because it frames academic performance as a key indicator of whether education is successfully fulfilling its social and developmental roles in marginalized school environments.

1.10.1.2. The Conflict Theory

Conflict theory argues that education perpetuates social inequality by reproducing class and cultural advantages rather than providing equal opportunity (Gamoran, 2017; Ballantine et al., 2021). Tracking and standardized examinations, including KCPE, often privilege learners from socio-economically advantaged backgrounds whose experiences align more closely with academic expectations (Quinn & Cooc, 2016).

Schools in marginalized and pastoralist regions such as West Pokot County often lack adequate resources, trained teachers, and supportive learning environments, contributing to persistent low achievement (Sayed & Singh, 2020; UNESCO, 2022). Thus, conflict theory emphasizes how educational inequality is structurally maintained rather than individually caused.

This theory is relevant as it helps explain why schools in the same County but with different resource and management conditions show varied academic outcomes, supporting the need to examine the role of Headteachers' management practices.

1.10.1.3. The Symbolic Interactionist Theory

The symbolic interactionist perspective focuses on classroom-level interactions and how teacher expectations influence learner outcomes. Rosenthal and Jacobson's (1968) classic expectancy study demonstrated that teacher beliefs shape learner performance.

Contemporary research confirms that expectancy effects remain strong, influencing motivation, confidence, and academic self-concept (Quinn &Cooc, 2016).

Recent studies also show that unconscious teacher bias can affect how learners are encouraged, supported, or discouraged in subjects such as science and mathematics (Battey, Leyva, & Williams, 2021). In this regard, effective instructional supervision and monitoring by Headteachers play a critical role in shaping classroom interactions that support equitable learning.

This theory is therefore relevant because Headteachers' monitoring and feedback influence classroom expectations, learning behaviour, and ultimately learners' performance.

1.10.2 Leadership Theories

The study draws on participative and transformational leadership theories to explain how Headteachers' management practices shape academic outcomes through motivation, collaboration, and institutional culture (Bush & Glover, 2024).

1.10.2.1. Participative Leadership Theory

Participative leadership involves shared decision-making where Headteachers actively involve teachers in planning and problem solving (Akpan, 2016). This leadership approach strengthens professional commitment, ownership of school goals, and collaborative problem-solving (Aboyassin & Abood, 2013; Malik, 2013).

Recent evidence shows that participative leadership positively affects teacher motivation and instructional quality, particularly in resource-challenged schools where collaborative problem solving is essential 9Sougui, Bon, & Hassan, 2016; Bush & Glover, 2024).

This theory is relevant because Headteachers in marginalized schools must work closely with teachers to overcome contextual challenges, making shared leadership especially vital.

1.10.1.2. Relationship/Transformational Theory of Leadership

Transformational leadership emphasizes inspiring, motivating, and developing teachers towards shared goals (Leithwood, Jantzi, & Steinbach, 1999). Transformational Headteachers foster strong professional relationships, articulate a shared vision, and encourage innovation in teaching (Adeyemi, 2011; Azlin, Rosnita, & Khairul, 2021). Recent research shows that transformational leadership improves teacher retention, instructional quality, and learner academic performance, especially in underserved regions (Mugizi et al., 2019; Bush & Glover, 2024).

This theory is therefore appropriate because improving academic performance in West Pokot County public primary schools requires Headteachers who can inspire and mobilize teachers despite contextual constraints.

Summary of Theoretical Integration

Together, the educational theories explain why academic disparities exist and how learning environments shape outcomes, while the leadership theories explain how Headteachers' management practices can improve or constrain these outcomes. This integrated framework supports examining the moderated relationship between Headteacher practices and academic performance.

1.11 Conceptual Framework

The conceptual foundation for this study was built by a number of contributing authors who have made key contributions to how management is understood and practiced by Headteachers in schools today. As was discussed, they contained frameworks on which

Headteachers' management practices contributing to quality education and pupils' academic achievement in marginalized areas were conceptualized, as education is a basic right through which knowledge, values, attitudes and skills are acquired, consequently boosting the individual and community's socio-economic and political status vis-à-vis improved pupils' academic achievement. The conceptual framework for this study is presented in Figure 1.1.

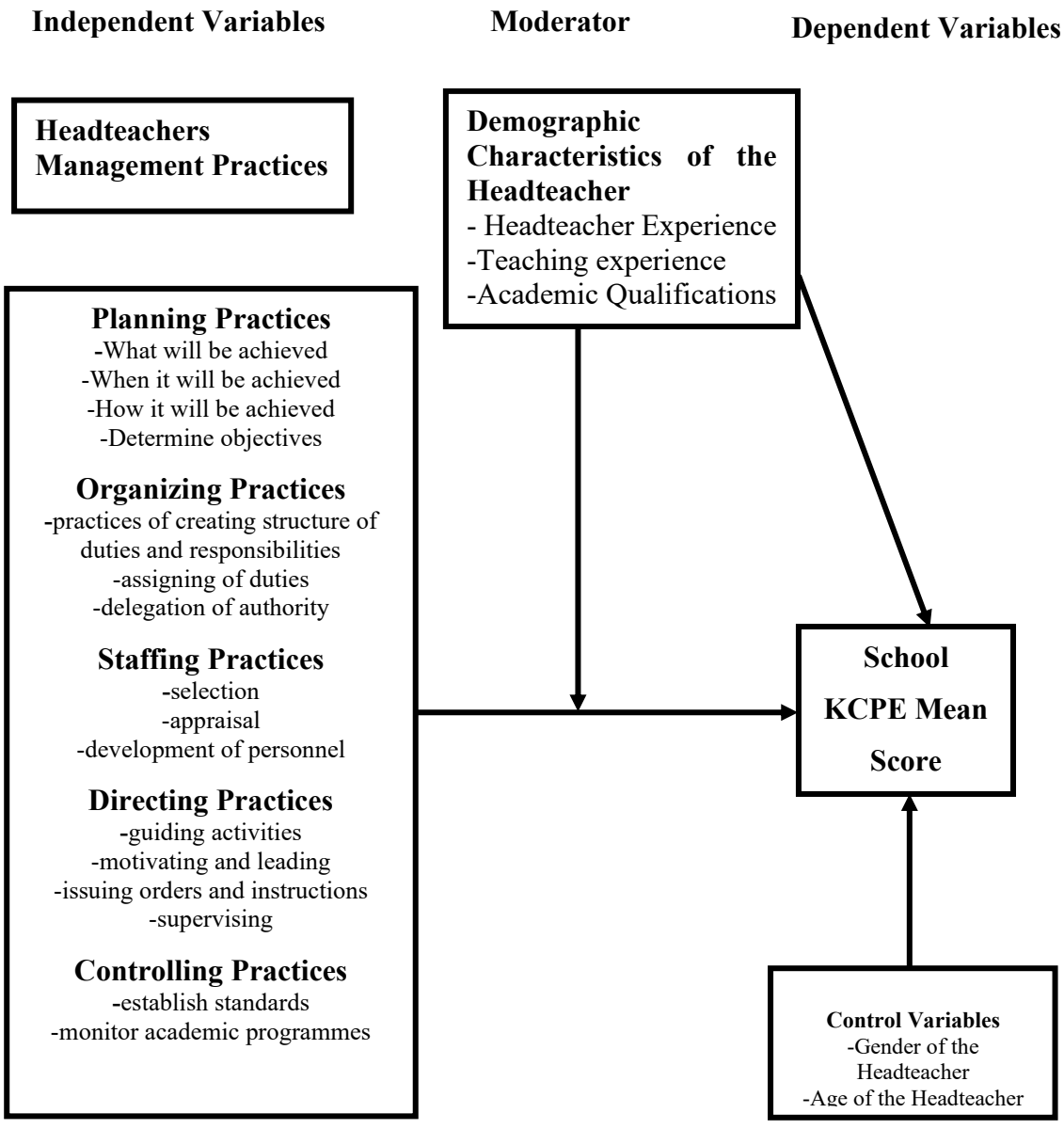

Figure 1.1: A Conceptual Framework for the Study

Source: Researcher, 2017

These insights from the literature therefore, informed the conceptual framework for this study (Figure 1.1). The dimensions of the concept of Headteachers' management practices are those that involved; Headteachers planning, organizing, staffing, directing and controlling management practices in academic programmes. The dependent variable dimension is the school KCPE mean score. The study conceptualized the Headteachers' role to be critical since they have a lot of influence over the management and leadership roles of other stakeholders in the public primary schools. The Headteacher is required to develop a strategic plan to enable them to develop a vision for the school. This can be done by cultivating management practices in the various activities of the school which contribute to effective teaching and learning hence, pupils' academic achievement.

The Headteachers planning management practices in academic programmes was the first element of the Headteachers management practices and it focused on what will be achieved, when it will be achieved and how it will be achieved. It also involved determining the objectives and selecting a course of action to achieve them and consists of formulation of policies, programmes, budgets, schedules and laying down of procedures and standards of performance.

The Headteachers organizing practices was a process of establishing harmonious authority-responsibility relationships among the members of the school. It was the Headteachers management practice of creating structure of duties and responsibilities done through assigning of the duties and activities to specific positions and people and delegating authority to these positions and people in the school. The Headteachers staffing practices was very important in ensuring that the Headteacher filled all positions in the school with adequate and qualified personnel and this was done through proper and effective selection, appraisal and development of personnel to fit the roles

designed in to the structure. This was important in ensuring all subject areas have the right qualified teachers for effective teaching and learning to take place and management of any other responsibility in the school.

The Headteachers directing practices was the managerial practice of guiding, supervising, motivating and leading people towards the attainment of planned targets of performance. This was done by issuing of orders and instructions and supervising (overseeing) people at work among others and also involves management and leadership or influencing the behaviours of people in the school.

The Headteachers controlling practices in academic programmes was to ensure what is set to be done was done or ensuring that the school was moving in the desired direction and that progress was being made towards the achievement of the goals. This can be done by establishing standards for measuring work performance. Monitoring of academic programmes was important in ensuring the Headteachers controlling practices were effective and entailed supervision of teaching and learning, curriculum implementation, syllabus coverage, attendance of pupils in school, teacher attendance in school and in class and preparation of pupils' academic records among others. The teachers were expected to have their lesson books, schemes of work, registers, and records of work covered and attendance records up to date. Teachers not regular in class attendance were conceptualized to de-motivate the pupils and that contributed to poor performance of pupils.

The performance of the public primary schools is pegged on pupils' KCPE mean score attained, since being academic institutions the main target is to ensure pupils performed well and move to the next level. In this study the Headteachers demographic characteristics (experience as Headteacher, teaching experience and academic

qualifications) formed the moderating variables. The framework links the management practices to the schools KCPE mean Scores through Headteachers demographic characteristics. The age and gender of Headteachers were the control variables of the study, since it was expected to have an effect on KCPE mean scores. Further, where the management practices were poor the Headteachers age and gender aimed to control the operations just as pupil characteristics could shape performance direction of schools. However, in this study the concentration of the control variables was on Headteachers gender and age of Headteachers.

1.12 Operational Definition of Key Terms

Learners' Academic Performance: Refers to the measurable outcomes that reflect a learner's knowledge, skills, attitudes, and competencies as evaluated through examinations, continuous assessments, and classroom participation. In this study it will be measured using KCPE mean scores of schools from 2012 – 2016.

Headteachers' management practices: In this study refers to the working methods, skills and innovations that the managers use throughout the school by the Headteacher to improve the effectiveness of the work systems to achieve the schools' vision, mission or goals and high academic achievement of pupils when carrying out planning, organizing, staffing, directing and controlling management practices in academic programmes.

Planning management practices: In this study refers to the Headteachers management practices and skills in planning which focuses on what will be achieved, when it will be achieved and how it will be achieved. It involves determining the objectives and selecting a course of action to achieve them.

Organizing management practices: In this study refers to the Headteachers management practices and skills in organizing focusing on the process of establishing

harmonious authority-responsibility relationships among the members of the school. It is the function of creating structure of duties and responsibilities.

Directing management practices: In this study refers to the Headteachers management practices and skills in directing focusing on the process of guiding, supervising, motivating and leading people towards the attainment of planned targets of performance.

Staffing management practices: In this study refers to the Headteachers management practices and skills in staffing used in filling of all positions in the school with adequate and qualified personnel, both teaching and non- teaching staff.

Controlling management practices: This study defines the Headteachers' management practices as the systematic endeavor by the Headteacher to evaluate performance against established standards, plans, or objectives, with the aim of assessing alignment with these benchmarks and, if necessary, implementing corrective measures to ensure that teachers and students utilize school resources optimally to attain elevated academic achievement for pupils.

Practices: In this study a best practice is a method used to achieve a goal. For example, best practices for achieving high pupils' academic achievement.

Programme: Refers to a concrete scheme of action designed to accomplish a certain task. It specifies the steps to be taken, resources to be used, time limits for each step and assignments of tasks to achieve an objective, in this case high academic achievement.

Academic program: A course of study that results in a certificate, diploma, degree, or other qualification. Includes an architectural design of learning content, which is multi-dimensional and incorporates intentions, structure of content, delivery modes, academic resources, and assessment modes.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a comprehensive review of literature related to Headteachers' management practices and learners' academic performance, with a focus on public primary schools in West Pokot County, Kenya. It starts with the concepts of the study, followed by the link between Headteachers management practices and learners' academic performance. Finally, the chapter summary and research gap is also presented in this section. The literature review is structured on the basis of the developed and the developing contexts.

2.2 The Concept of Learners' Academic Performance

Learners' academic performance is a multidimensional construct influenced by cognitive and non-cognitive characteristics, socio-cultural environments, and the quality of schooling (Lee & Shute, 2010; Liem & Tan, 2019; Liem & McInerney, 2018). Academic performance refers to students' attainment of short- or long-term educational objectives, often assessed through test scores, grades, or standardized examinations (Liem & Tan, 2019; Luke & Mavis, 2014). High academic achievement is a key indicator of school effectiveness and reflects both individual student progress and institutional quality (Adeyemi, 2014; Araujo et al., 2016).

Effective education involves structured delivery of knowledge, skills, and attitude to foster productive citizens (Guyana, 2017). The quality of teaching, instructional leadership, and school management practices-particularly those executed by Headteachers-have been identified as pivotal determinants of learners' academic performance (Ololube et al., 2012; Marzano, Waters & McNulty, 2005; Aboyassin & Abood, 2013). In particular, planning, organizing, staffing, directing, and controlling

management practices by Headteachers are positively associated with improved student outcomes, including mean scores in national examinations (Witziers, Bosker & Krüger, 2003; Akoth, 2015; Azlin, Rosnita, & Khairul, 2021).

Learners' academic performance is further shaped by teacher quality, parental involvement, learning resources, classroom environment, and students' personal characteristics such as motivation, study habits, and intelligence (Nichola & Sutton, 2013; Tella, 2007; Cassidy, 2000). Positive parental engagement, including supervision and academic guidance, enhances learning, while uninvolved or permissive parenting may reduce student achievement (Epstein et al., 1997; Shimada, 2010). Socio-economic conditions, home support, and school infrastructure also significantly affect student performance, particularly in marginalized or rural areas (Yinusa & Basil, 2008; Chebitwey, 2013; Okonkwo, 2016).

In Kenyan context, despite FPE policies, disparities in learning outcomes persist due to challenges such as overcrowded classrooms, inadequate instructional materials, teacher absenteeism, and cultural practices (Worls Bank, 2009; Odhiambo, 2009; Elimu Yetu Coalition, 2004). West Pokot County exemplifies these challenges, with low performance linked to insufficient resources, over-enrolment, and disruptions from cultural practices, affecting the realization of the curriculum objectives (Chebitwey, 2013).

The classroom environment and instructional quality are central to academic performance. Key determinants include curriculum design and coherence, use of assessment data to inform teaching, literacy skills, student motivation, and ability to transfer knowledge independently (Heick, 2021; Jennings & DiPrete, 2010; Hanushek, Piopiunik, & Wiederhold, 2019). Studies suggest that effective Headteachers facilitate

conditions for student engagement, learning, and achievement by providing instructional guidance, monitoring performance, and fostering a positive learning environment (Marzano et al., 2005; Luke 7 Mavis, 2014).

Furthermore, the demographic characteristics of Headteachers-including age, gender, academic qualifications and experience-may moderate the relationship between management practices and learners' academic performance. For example, more experienced or highly qualified Headteachers may implement planning, directing, and controlling practices more effectively, thereby enhancing student outcomes (Gershenson, 2015; Middlewood & Lumby, 2010).

Overall, learners' academic performance in public primary schools is a function of Headteachers' management practices, teacher quality, student characteristics, home and school environments, and systemic factors. Improving student outcomes requires coordinated efforts among Headteachers, teachers, parents, and policymakers to address both institutional and individual determinants of learning.

2.3 The Concept of Management

Management in education has been widely recognized as a pivotal determinant of institutional effectiveness and pupil achievement. It entails a systematic process of planning, organizing, staffing, directing, and controlling resources-both human and material-to ensure the realization of educational goals in an efficient and effective manner (Ali & Abdalla, 2017; Gawie & Masese, 2016). Schools are complex organizations established to promote learning and character formation, and therefore require well-structured management systems to optimize teaching and learning outcomes (Paudel, 2021; Haramain, 2019).

Educational management translates management theory into practical strategies that enhance school performance. It involves the coordination of people and materials to achieve institutional objectives while fostering professional growth among teachers and motivation among the learners (Ampofo, Onyango, & Ogola, 2019). Fayol's (1949) classical management model-comprising planning, organizing, staffing, directing, and controlling-remains fundamental in educational leadership and is widely applied in the administration of schools (Ololube et al., 2012). Headteachers who competently apply these functions foster teamwork, efficiency, and innovation, thereby strengthening institutional performance (Plunkett, Allen, & Attner, 2012; Terry,2013).

Effective management in schools is characterized by participatory leadership, flexibility, and strategic thinking. Studies have shown that schools where Headteachers engage teachers in decision-making and strategic planning achieve higher levels of commitment, creativity, and accountability (Šejtanić, 2017; Rosli, 2002). Conversely, weak management practices often result in poor academic performance, low morale among teachers, indiscipline among learners, and strained relationships with parents and the community (Middlewood & Lumby, 2010; Asio, 2018, 2019). Transformational management-anchored in motivation, innovation, and adaptability-has been shown to improve both teacher performance and learner outcomes (Burkus, 2010; Haramain, 2019; Azlin, Rosnita, & Khairul, 2021).

Leadership quality has consistently been identified as a major determinant of school success (Marzano, Waters, & McNulty, 2005; Luke & Mavis, 2014). No school can rise above the competence of its leader; hence, the Headteacher's managerial ability directly influences the academic performance of learners (Yusuf, 2012; Altun & Cakan, 2008). However, many educational systems face challenges including bureaucratic rigidity, inadequate leadership capacity, and limited teacher involvement in strategic

management (David, 2009; Kilinc, 2013). The issues undermine school effectiveness and require deliberate leadership development and management training interventions (Marzano et al., 2005).

In Kenya, the management of public primary schools plays a crucial role in addressing challenges associated with the implementation of FPE. Although the FPE policy has enhanced access to education, it has also led to overcrowded classrooms, teacher shortages, and administrative overload (Itunga, 2011; Sifuna, 2005; Republic of Kenya, 2013). Such pressures underscore the need for strategic and dynamic management practices that can balance expanded enrolment with maintenance of quality learning environments (Onyali, Akinwali, & Famuti, 2018; Kapur, 2022).

Lastly, educational management combines classical administrative functions with modern, transformational, and participatory approaches t achieve institutional goals. Effective management enables optimal resource utilization, promotes teacher motivation, and enhances learners' academic achievement. The Headteacher's competence in implementing sound management practices is therefore critical in improving school performance (Akpan, 2020; Haramain, 2019b; Kapur, 2022).

2.4 The Concept of Demographic Characteristics in Academic Programmes

Demographic characteristics of school leaders-commonly operationalized as age, gender, academic qualifications, teaching experience and tenure as a Headteacher- are salient contextual variables that may condition how managerial practices translate in learner outcomes (Leithwood & Jantzi, 2008; Spillane, 2006). In contemporary leadership research these attributes are often treated as moderators rather than direct causes: they influence the strength or direction of the relationship between leaders actions (planning, organizing, staffing, directing, and controlling) and learners' academic achievement (Robinson, Lloyd, &Rowe, 2008).

Empirical evidence on the role of leader demographics is mixed. Several studies report positive associations between teacher/Headteacher experience or qualifications and student achievement (Rivkin, Hanushek, & Kain, 2005; Musau & Migosi, 2015; Mageka & Ogochi, 2020). For example, teacher experience is frequently associated with improved classroom practice and higher pupil scores, particularly in contexts where experience is coupled with ongoing professional development (Aturupane et al., 2013; Hanushek et al., 20a19) In Kenya, studies of teacher qualifications and experience show they can account for measurable differences in subject achievement and school mean scores (Musau & Migosi, 2015; Kering, 2019).

Other investigations, however, find no consistent or direct effect of demographic variables on learners' outcomes once school context and instructional quality are accounted for (Ravkin et al., 2005; some large-scale meta-analyses). These mixed results suggest that demographic characteristics may exert influence primarily by shaping how Headteachers implement management practices: for instance, more experienced or better qualified leaders may be more likely to adopt systematic planning, evidence-based supervision and data-driven control mechanisms, which in turn are associated with higher KCPE mean scores.

Gender and leadership are an important contextual dimension. Some Kenyan and regional studies document gender imbalances in leadership posts and differing patterns of experience and promotion between male and female Headteachers (Republic of Kenya, 2019; Mutheu & Ngugi, 2019). These disparities can indirectly affect school processes (access to professional development, networks, or authority) and thus moderate the effectiveness of management practices.

Two further contextual points are relevant to this study. First, demographic attributes interact with structural features of schools (size, resource endowment, rurality) and with

societal constraints (poverty, pastoral livelihoods) that shape the feasibility and impact of particular management practices in Counties such as West Pokot (Chebitwey, 2013; World Bank, 2009). Second, demographic characteristics should be examined I combination rather than in isolation. Several studies report that while individual demographic indicators alone explain modest variance in achievement, combined demographic profiles of leaders (for example, experience + qualifications+ professional development) can better account for differential application of management practices and, ultimately, pupil performance (Manzano et al., 2005; Aturupane et al., 2013).

Relevance to the present study is that, this research treats Headteachers' demographic characteristics (experience in Headship, teaching experience, and academic qualifications, age and gender) as potential moderators of the relationship between Headteachers management practices (planning, organizing, staffing, directing, and controlling) and school KCPE mean scores. This approach recognizes that management practices are the proximate mechanisms through which leadership affects achievement, while demographics influence how often, and how effectively those practices are implemented. Examining moderation will therefore clarify whether particular demographic profiles strengthen or weaken the management – achievement link in West Pokot County context.

2.5 Headteachers' Management Practices and Pupils Academic Achievement in Academic Programmes

This section presents the effect of Headteachers' management practices and pupils' academic achievement in public primary schools which can be applied in schools in marginalized communities. The dimensions of Headteachers' management practices are, planning, organizing, staffing**,** directing and controlling Headteachers practices in academic programmes.

2.5.1 Headteachers Planning Management Practices and Pupils' Academic Achievement in Academic programmes

Planning is an organizational management activity used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders work towards common goals, establish agreement around intended outcomes/ results, and assess and adjust the organization's direction in response to a changing environment (Akpan, 2000; Gawie & Masese, 2016). It is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, who it serves, what it does, and why it does it, with a focus on the future (Luke & Mavis, 2014; Gawie & Masese, 2016).

Planning practices are fundamental to the achievement of set goals vis-à-vis a deliberate effort to determine the future course of action for accomplishing predetermined goals and objectives. Planning practices is conceptualized as the process of examining the future and drawing up or mapping out a course of action for achieving specified goals and objectives (Maniatis, 2024). It is a process of making rational and technical choice which involves working out in broad outline the things to be done and procedures for doing them in order to accomplish the set purpose (Gawie & Masese, 2016).

Further, planning is a systematic, conscious and deliberate process of deciding ahead of time, the future course of action that a person wishes to pursue in order to reach set goals. In management, it identifies the opportunities and threats the schools are likely to face in the future and determines the future direction of schools. It is goal-oriented and intelligent preparation for actions that may lead to the achievement of predetermined goals and objectives, since it is the first element of administration and management and it focuses on what will be achieved, when it will be achieved and how

it will be achieved (Flores Reche & Mendestwo, 2024; Mbirua, Thinguri, & Kenei, 2020; Mutua, 2023).

Planning practices should be careful and systematic processes of arranging a future course of action directed at goal achievement by providing the direction in relation to objectives, activities, procedures, strategies, cost implications, sources of funds, responsibilities and duration or time frame for attainment of set objectives (Gawie & Masese, 2016). It can be done by spelling out what is to be done, who to do it, when it should be done and how it should be done in order to reach the target. It is an attribute of educational management and to achieve the aims and objectives of education, effective planning with organizing, staffing, directing and controlling are required by management (Saleemi, 2010; Karnataka D.Ed. Curriculum Framework, 2012).

The term "strategic planning" refers to a set of procedures, ideas, and tools designed to assist managers, leaders, and planners in approaching problems from a strategic perspective (Gawie & Masese, 2016). A concept of executive action that encompasses the abilities to foresee, influence, and control the nature and direction of changes, as well as the selection and relating of facts, assumptions about the future, and the formalization of proposed activities to achieve desired results are all part of planning practices (Luke & Mavis, 2014; Reh, 2013).

Strategic planning ensures that the school is associated with the changing internal and external environment and the purpose of strategic planning for schools is to ensure they are able to face the challenges of this changing environment (Gawie & Masese, 2016; Tatum, 2013). Strategic planning in management therefore, fits into the management process and education and schools in particular has been and will continue to be affected by continual changes. The opportunities and the challenges of an environment

characterized by increasing competition requires that schools successfully position themselves to build a sustainable and competitive advantage (Gawie & Masese, 2016).

In a study on school managers who showed flexibility in their work with teachers, the leaders who involved teachers in the school management process, did not sufficiently involve them in strategic planning and monitoring of school work (Šejtanić, (2017). This showed long-term planning as strategic managers needed to apply strategy which they can implement within the organization whilst taking into consideration all the circumstances of school work (Gawie & Masese, 2016).

Effective planning practices articulates where an organization is going and the actions needed to make progress; through strategic planning a school leader sets goals, decides on actions to achieve those goals, mobilizes the resources needed, and thus drives school success in terms of vision, mission and objectives (Johnson 2023; Wanjala et al., 2014). The planning practices by the Headteachers should give a school focus and direction as it prepares for the future by continuously adjusting to academic direction in response to changing academic circumstances (Akpan, 2016; Gawie & Masese, 2016).

In planning, important issues and challenges are also identified and planned for; improved organizational responsiveness and performance may be achieved when members respond positively to an administration that proactively addresses the issues facing it. Planning is a careful analysis of relevant information from present and past used to predict future development so that a course of action can be determined that enables attainment of stated objectives (Prasetia, 2023; Maina, 2021; Ogola, 2025).

Through their planning practices, headteachers guarantee continuity, intelligently use resources, increase the likelihood of individuals completing tasks, and ultimately bring

about the satisfaction of having everything under control and knowing what to do next (Kapur, 2018). Since all the essential managerial practices—including teaching and mentoring, preparing for and organizing committee and staff meetings, carrying out performance appraisal discussions, employment interviews, budget preparation, and countless other factors—require planning, being proactive reduces the need to manage from various crisis situations (Kapur, 2018).

While working within their budget constraints, schools of all sizes employ strategic planning to accomplish the overarching objectives of raising student achievement and adapting to shifting demographics. Despite the significance of strategic planning, not all schools create them, and even those that do encounter numerous obstacles during implementation (Ezeugbor & Chukwumah, 2015; Akpan, 2000). To get everyone on the same page and working towards the same goals, it's important to have a well-thought-out strategy that details how you'll use the resources at your disposal to accomplish your objectives (Reh, 2013; Ezeugbor & Chukwumah, 2015).

Any school that truly cares about its kids' education and wants to see it flourish should use strategic planning in education (Ezeugbor & Chukwumah, 2015). Additionally, the school's head has a vision for the future of the institution that reflects his or her own personal goals and aspirations (Reh, 2013). Consequently, a vision needs to be crystal clear and succinct so that every single person in the company can get behind it wholeheartedly (Lezotte, 2010; Wanjala & Rarieya, 2014).

In organizations of all kinds, from for-profits to schools, one of the most common reasons workers are unhappy is because they can't see the big picture of how their job contributes to the institution’s success. When the strategic plan is clear and well-implemented, everyone understands the school’s aims and how they fit into the bigger

picture (King, 2023). Effective strategic planning is among the most potent tools a school leader has boosting student results, retaining excellent teachers, and raising the stature of school leadership (Larche, 2025).

Physical facilities, faculty, library services, academics, extracurricular, community involvement, and similar domains should all be targets of any well-thought-out plan. Therefore, school leaders should have strong communication skills and consistently remind staff, parents, and students of the school's values, mission, and vision, as well as the fact that the school's primary objective is to create a safe and supportive learning environment (Kairu & Wanjala, 2022).

Teachers and administrators are better able to work together when schools have a well-thought-out plan that lays out the long-term goals and objectives of the institution, thereby defining its organizational aims and enhancing student success. For everyone involved—parents, students, faculty, administration, board members, and community members—to be pulling in the same direction, effective planning and communication are key (Nyaga, 2023). Appropriate time and money management, the formation of high-output teams, and constant monitoring of all progress are necessary for the successful implementation of a strategic plan (Kairu & Wanjala, 2022.

In organizations of all types-including schools-one of the most common sources of staff dissatisfaction is inability to see how their work contributes to institution’s broader goals. When a strategic plan is clearly articulated and implemented, all stakeholders understand the school’s aims, their roles in achieving them, and how those roles fit into the bigger picture (Staley, 2025; Smith & Jones, 2023). A well-developed strategic plan not only sets long-term goals and objectives but defines the road-map for governance, resource allocation, monitoring and adjustment-critical for school success (Chiong,

2023). Moreover, when strategic planning engages stakeholders, clarifies roles, and allocates resources effectively, it strengthens communication, alignment and accountability across the school community (Chiong, 2023; Alubisia, 2022).

Engaging community stakeholders and securing their input early in planning process significantly increases the likelihood of producing a school strategic plan that enjoys broad support and sustained implementation (Okonya, Malenchwanzi, Murage, & Abwalaba, 2023). Moreover, contemporary leadership scholarship emphasizes the value of collaborative leadership, wherein school leaders proactively communicate, build partnerships, and involve teachers, parents and community members in decision-making; such collaborative frameworks enhance accountability, coherence and educational impact (Phuriwattanatham, 2025).

2.5.2 Headteachers Organising Management Practices and Pupils' Academic Achievement in Academic programmes

Organizational management methods in educational institutions serve as the foundational processes for constructing plans and mobilizing both human and material resources to achieve set objectives (Akpan, 2011). In essence, such Practices constitute a core component of school management through which administrative aims and goals are realized (Jumadi, Tukiran, Pratiwi, & Hutabarat, 2023; Maina et al., 2023; Momanyi et al., 2022).

Organization in educational institutions entails dividing tasks into suitable specialized units and fostering cooperative ties among them, as well as developing harmonious authority-responsibility relationships across various sectors of the school (Masnawati & Darmawan, 2022). The process begins with an examination of the tasks that must be completed to accomplish the institutions goals. These tasks are then allocated into

different sections or departments, and finally, specific individuals are assigned responsibilities and granted the requisite authority to carryout their duties in a manner that promotes students' academic achievement and improved school mean scores (Masnawati & Darmawan, 2022). Numerous individuals are then selected foe diverse leadership roles within the school so that it can function as the hub of many activities (Mankrathok, 2023). They occupy distinct places in the school hierarchy that reflect the duties and obligations assigned to them (ibid).

A key component of effective school management is the Headteachers' capability to identify what must be done to reach the school's goals, to formulate strategies for achieving such goals, and then to assign responsibilities accordingly. This includes delegating tasks and responsibilities to specific personnel, and providing both vertical and horizontal coordination of efforts (Kanshabe, Tibanyendera, & Tutegyereize, 2025; Kapur, 2018). School administrators must also determine the best course of action for the various departments in order to accomplish their objectives (Kapur, 2018; Kanshabe et al., 2025; Gichuhi, Nyakundi, & Onyango, 2024; Ogweno et al., 2024).

Organizations also entail dividing tasks into suitable specialized units and fostering cooperative ties among them, as well as developing harmonious authority-responsibility relationships across various sectors of the school. The process begins with an examination of the tasks that must be completed in order to accomplish the institution's goals. These tasks are then segmented into different sections or departments, and subsequently assigned to specific individuals who are granted the authority to carryout their duties in a manner that promotes academic achievement and higher school mean scores (Kanshabe et al., 2025; Gichuhi et al., 2024; Muthini, Aringo, & Ngundo, 2024; Kapur, 2018).

Organizing management practices involve identifying and categorizing tasks, defining and assigning responsibilities and authority, and establishing relationships that facilitate effective collaboration toward achieving objectives (Tse et al., 2025). A Headteacher can delineate individual responsibilities and foster interrelationships among staff, thereby enabling efficient administration and ensuring the smooth functioning of the institution (Tse et al., 2025; Mutua, 2024). This structures organizational design allows management to execute the planning, directing, and controlling functions; schools often face multiple challenges when management practices- including task allocation, coordination, and authority streams-are weak or poorly developed.

The Headteacher must establish an ethos of academic excellence, coordinate instruction across the school spectrum, and strive to meet the targets set by the supervisory department, thereby assuming the role of instructional leader (Shaked, 2024). A well-developed strategic plan equips school leaders to set goals, delineate structures and responsibilities, harmonize the interplay of planning, organization, instruction and evaluation functions within the institution (Shaked, 2024; Mutua, 2024).

School management practices include the Headteacher's responsibility for organizing key infrastructural and instructional elements. This encompasses the formation of student sub-groups, the establishment of regulations, and the logistical preparation for the implementation of plans. The classroom planning process therefore involves ensuring that all necessary components for effective teaching and learning are in place. Logistics-comprising the acquisition, maintenance, and distribution of instructional equipment and supplies, alongside development of learning materials-is a critical

dimension of this preparation (Tonkolu & Seyoum, 2024; Mweri, Mwawasi, & Muli, 2025).

The Headteacher expects teachers to organize and establish a coherent framework that integrates all components of classroom operations into a cohesive entity, because effective organizational practices are intrinsically linked to systematic planning (Sariakin, Yeni, Usman, Simare Mare, & Saleh, 2025). While planning practices focus on identifying suitable activities, organizing practises involve arranging and structuring the classroom to facilitate these activities. The teacher's role as an organizer therefore connects planning to other functions-such as communication, motivation and control-and involves delineating job responsibilities, tasks, instructional presentations and meetings, utilizing technology and innovative approaches to facilitate execution of decisions derived from planning process (Sariakin et al., 2025; Mutua, 2024; Kapur, 2018).

Within schools, organizing practices often entail the specification of tasks and the establishment of a clear hierarchy of authority and responsibility covering students, teaching staff, and non-teaching support personnel. These practices include the analysis of job duties, the distribution and coordination of activities, and the creation of structures to ensure seamless execution of work (Stretton, 2015). Senior leaders-such as Headteachers and department heads-utilize the authority delegated to them to oversee and monitor these processes. Key organizational tools include policies, procedures, work regulations, job descriptions along with the critical functions of assignment and delegation. For public primary schools to operate effectively, responsibilities must be delineated across all activities and tasks, enabling specialization, fostering constructive relationships among staff, pupils and support workers, and aligning individual roles with competence and purpose (Masharubu & Matilu, 2024).

An effectively organized school that fosters growth and diversification is achieved through systematic task division and consistent distribution of authority (Hargura, 2023). This is evident in the empowerment of subject leaders and department heads in educational institutions, which encourages collaboration among the various departments and divisions. When individual efforts are integrated into cohesive whole, the school's myriad activities align around shared objectives (Mutua, 2024. Effective organizational practices thus allow schools to harness technical innovations and human resources, reduce duplication of tasks, and cultivate initiative and creativity. In the Kenyan context, delegation of duties, clearly defined job descriptions and authority structures have been shown to significantly influence the performance of principals in public schools (Masharubu & Mutilu, 2024).

Studies consistently show that school governance, the structuring of instructional organization, and the cultivation of a positive school climate significantly influence pupil achievement Chepkwony, Kimotho, & Atoni, 2025). Leadership is conceptualized as the capacity to wield influence, power and legitimate authority to transform an organization by directing its most vital asset-human resources-and thereby achieving defined objectives (Thiong'o & Minja, 2023). In the educational context, this transformation is affected by articulating a clear vision and mission, and by enabling teachers and other staff to assume meaningful roles in disseminating and operationalising this vision.

2.5.3 Headteachers Staffing Management Practices and Pupils' Academic Achievement in Academic programmes

The review examines theoretical, conceptual, and empirical literature to establish a scholarly foundation for understanding how staffing management practices influences learners' academic performance in academic programmes.

The literature on staffing management and academic achievement is underpinned by Human Capital Theory (Becker, 1993), which posits that investment in education and training enhances employee productivity and performance. Within educational institutions, teachers represent critical human capital whose development directly influences pupils' learning outcomes. Additionally, Systems Theory (Von Bertalanffy, 1968) provides a framework for understanding how schools operate as interrelated subsystems, where staffing, leadership, and curriculum interact to achieve institutional goals. These theories support the notion that effective staffing management practices-including recruitment, motivation, and professional development-are essential for improving pupils' academic performance.

Staffing management within educational institutions encompasses the processes of recruiting, selecting, training, developing, and retaining qualified personnel to achieve organizational objectives (Onyali, Akinwale, & Famuti, 2018). Headteachers, as instructional leaders, are responsible for managing these processes to ensure that schools operate efficiently and effectively. The concept of academic achievement refers to measurable learning outcomes, typically assessed through performance in national examinations such as the Kenya Certificate of Primary Education (KCPE). Inadequate staffing, poor supervision, and limited professional development opportunities have been linked to low academic performance in many Kenyan Counties, including West Pokot (Wanjala, Wamocha, & Nasongo, 2022).

Several studies have examined the relationship between staffing management and pupils' academic performance. Research in Sub-Sahaan Africa indicates that teacher quality is one of the most significant determinants of student learning outcomes (Araujo, Carneiro, Cruz-Aguayo, & Schady, 2016; Hanushek, Piopiunik, & Wiederhold, 2019). Studies by Evans, Mendez, and Acosta (2021) further demonstrate

that compensation, motivation, and professional growth opportunities influence teacher effectiveness and retention, particularly in remote areas. In Kenya, inadequate staffing levels, poor deployment, and lack of motivation have been identified as major contributions to declining performance in public schools (Irungu, Kagema, & Gachahi, 2019).

In West Pokot County, staffing challenges such as teacher shortages, high turnover, and poor working conditions have adversely affected learning outcomes. According to the Teachers' Service Commission (TSC, 2023), the County faces a persistent shortage of qualified teachers, especially in marginalized and arid zones. Schools with stable and well-managed staff tend to perform better academically compared to those characterized by frequent teacher transfers or absenteeism (Abdinoor & Chui, 2024). Headteachers who employ participatory leadership style encourage professional development, and provide supportive supervision tend to foster higher motivation and improved pupil achievement (Crawford, 2017; Dindia & Mbirithi, 2023).

In Ghana, teacher tardiness, absenteeism and failure to complete syllabi were identified as major contributors to low academic achievement (Etsy et al., 2005; Dafiaghor, 2011). In Kenya supervision of homework, clear assignment description, real-time feedback and use of tasks for student learning were sound to significantly influence student progress (Oredein & Oloyede, 2007). Pedagogical methods employed by teachers strongly affect academic outcomes (Francisco & Celon, 2020; Mercado, 2013; Adeyemi, 2014).

Institution-level influences operate through differences in teacher quality and attitudes (Araujo et al., 2016; Ampofo et al., 2020). In under-resourced schools, low teacher expectations of students further depress achievement (Gillian & Gianni, 2002; Ayiro & Sang, 2017). Thus, pupils in public schools in marginalized contexts such as West Pokot

face multiple intersecting disadvantages. Teacher shortages adversely affect academic achievement in many schools (Duke et al., 2006). Absenteeism, large classes and inadequate preparation are common in under-funded settings (Onyancha et al., 2021; Asyago, 2005). Thes conditions reduce instructional effectiveness, lead to syllabus delays and ultimately poorer performance in KCPE and other examinations.

Disparities in teacher distribution remain a challenge in Kenya, especially in remote regions such as West Pokot. Although the TSC regularly transfers teachers to promote equity, many are reluctant to serve in hardship zones due to inadequate housing and difficult working conditions (Agarwal, Pellicer, & Maboshe, 2019; Ayiro &Sang, 2017). Teacher preferences for location and reluctance to move to rural postings remain significant challenges (Agarwal et al., 2018).

In many African settings, a persistent lack of competent and well-trained teachers remains a primary challenge, adversely affecting student academic performance (UNESCO, 2016); Oketch, Mutisya, & Sagwe, 2020). In Kenya's arid and semi-arid zones, inadequate distribution of teachers has been linked to poor KCPE performance (Ruto, Ongwenyi, & Mugo, 2009). The quality of teachers exerts a substantial influence on student academic achievement, since they translate policy into practice in the classroom.

Teachers' professional performance is intrinsically linked to pupils' academic achievement. Effective staffing management requires Headteachers to implement structured professional development (PD) initiatives, equitable workload distribution, and fair appraisal mechanisms. PD activities, such as workshops, in-service training, and seminars, enhance teachers' competencies and confidence, leading to improved instructional quality (Jeptepkeny & Keter, 2025; Kariuki, Itegi, & Mutuma, 2024). Such

initiatives are crucial in remote and under-resourced Counties like West Pokot, where teachers often face isolation and limited access to capacity-building opportunities.

Kenya's educational policy framework, including the Basic Education Act (2013) and the Teachers Service Commission Act (201), underscores the importance of teacher management, professional growth, and equitable deployment. The KNEC (2014) report examination performance prompted the introduction of teacher proficiency programmes in mathematics and science, which have been shown to enhance teachers' pedagogical skills and student outcomes (Irungu et al., 2019; Kariuki & Guantai, 2020). Headteachers play a key role in facilitating such programmes and ensuring that trained teachers apply new methodologies to improve classroom practice.

Professional development also contributes to teachers' motivation and job satisfaction, thereby reducing turnover and absenteeism (Egboka, 2018). Studies in Kenya demonstrate that when Headteachers provide professional support and recognition, teachers are more likely to display commitment and innovation in their instructional roles (Onyali & Akinfolarin, 2017; Abdinoor & Chui, 2024). Conversely, inadequate staffing, excessive workloads, and poor working environments diminish morale, leading to inefficiency and reduced academic performance (Onyancha, Ondigi, & Mobegi, 2021).

Empirical data from the Kenya National Examinations Council (KNEC, 2023) indicate that schools in West Pokot with stable staffing, supportive leadership, and regular PD opportunities achieve higher mean scores in KCPE compared to those plagued by high turnover. This correlation underscores the critical role of Headteachers' staffing management practices in shaping educational outcomes. Effective Headteachers prioritize teacher welfare, promote collaboration, and ensure ongoing professional learning, thereby fostering a culture of excellence and accountability.

The reviewed literature underscores the pivotal role of staffing management practices in promoting academic achievement in public primary schools. It is evident that effective recruitment, motivation, professional development, and retention strategies directly influence teachers' instructional quality and pupils' learning outcomes. In the context of West Pokot County, challenges such as teacher shortages, inadequate professional support, and harsh working conditions hinder optimal educational performance. However, evidence suggests that proactive Headteachers who adopt participatory and supportive staffing management practices can mitigate these challenges and significantly enhance pupil achievement.

2.5.4 Headteachers Directing Management Practices and Pupils' Academic Achievement in Academic programmes

Effective management within educational institutions depends significantly on the directing practices of Headteachers, as these determine how human and material resources are mobilized to achieve school objectives. Directing in educational administration refers to the process of guiding, motivating, and supervising individuals to ensure that set goals are achieved efficiently. It involves instructing staff, issuing orders, monitoring performance, solving conflicts, and maintaining communication to coordinate activities within the school environment (Kapur, 2018).

This function bridges the gap between planning and implementation, transforming institutional objectives into concrete actions that shape academic outcomes. In West Pokot County, as in many marginalized regions of Kenya, directing practices are particularly crucial because the geographical and socio-economic constraints demand that Headteachers exercise innovative leadership to maintain efficiency and accountability in resource-limited contexts. Headteachers play an integral role in

shaping the direction and ethos of their schools by establishing clear communication channels and creating a shared sense of purpose among teachers and learners.

Effective direction entails not only the issuance of commands and the clarification of roles but also the cultivation of commitments through motivation and collaboration (Akpan, 2016). The effectiveness of directing as a management function depends on the capacity of Headteachers to communicate institutional goals, provide guidance, and ensure that all teachers understand their responsibilities. In rural settings such as West Pokot County, tis process often involves balancing administrative directives from MOE and TSC with the realities of limited resources and staffing shortages. Therefore, directing assumes a developmental rather than merely supervisory character, focussing on empowering teachers to adapt to local challenges while maintaining national performance standards.

Empirical evidence suggests that Headteachers' directing practices significantly affect pupils' academic performance through their influence on teacher motivation, supervision, and teamwork. Studies in Kenya and across Sub-Saharan Africa confirm that when Headteachers receive consistent guidance, feedback, and recognition from their leaders, their commitment to instructional tasks increases, resulting in higher student achievement (Ampofo et al., 2019; Chepng'eno & Kibaara, 2023).

Motivation, both intrinsic and extrinsic, is an essential component of direction. Headteachers in West Pokot, where schools frequently experience high teacher turnover and absenteeism, use non-financial incentives such as recognition, supportive supervision, and delegation of responsibility to sustain morale. This aligns wit findings from Nigeria, where Adebayo & Shonubi (2021) observed that leadership approaches combining recognition with participatory decision-making improved teacher satisfaction and reduced attrition. Similarly, research in Uganda indicates that

supportive direction and performance feedback foster teachers' enthusiasm and resilience in resource-constrained environments (Mpaata & Wamala, 2022).

Globally, directing practices are recognized as key determinants of school success. In the United Kingdom, effective direction is achieved through distributed leadership and collaborative management, which empower teachers to take ownership of instructional decisions (Bush, 2020). The Organization for Economic Co-operation and Development (OECD, 2021) reports that in countries such as Finland and Singapore, directing practices are based on trust and professional autonomy rather than rigid control. Finnish Headteachers, for example, focus on instructional guidance and the development of professional learning communities rather than hierarchical supervision (Sahlberg, 2021).

In Singapore, Ng (2019) notes that Headteachers use mentorship and peer review as mechanisms for direction, creating cultures of continuous improvement that directly translate to high student performance. While these systems differ from the Kenyan context in terms of resources and policy frameworks, they offer valuable lessons on how direction rooted in collaboration and capacity building can enhance learning outcomes.

In Kenya, effective direction is increasingly recognised as acritical factor in school improvement, particularly in rural and marginalized Counties such as West Pokot. The TSC (2023) underscores the role of instructional leadership I ensuring curriculum coverage, teacher accountability, and learner support. However, in many public primary schools, directing is often hindered by excessive administrative workloads, inadequate training, and limited autonomy (Ng'etich & Rono, 20121). Headteachers must balance bureaucratic compliance with local innovation, ensuring that directives from educational authorities are contextualized to suit the realities of pastoral communities.

For instance, when the Headteachers in West Pokot communicate performance targets, they must consider factors such as pupil absenteeism due to migration or poverty, which may affect learning continuity. In such circumstances, effective direction requires adaptive leadership that integrates cultural sensitivity, problem-solving, and motivational techniques.

Research indicates that effective communication forms the foundation of directing practices that enhance student achievement. When communication between Headteachers and teachers is open and transparent, it fosters trust, cooperation, and mutual accountability. Studies in Ghana and Tanzania have shown that poor communication between school leaders and staff lead to misunderstandings, low morale, and fragmented implementation of educational goals (Oduro, 2019). In contrast, schools that prioritize inclusive communication demonstrate stronger teamwork and better academic outcomes (Ampofo et al., (2019). In West Pokot, communication barriers often arise from limited access to digital infrastructure and linguistic diversity, yet Headteachers who use participatory approaches-such as regular staff meetings and open feedback channels-are able to maintain coherence and unity in pursuing school objectives (Chepng'eno & Kibaara, 2023).

Leadership within directing also encompasses the ability to influence others towards the attainment of shared goals. Effective Headteachers in West Pokot demonstrate leadership by modeling ethical behaviour, encouraging teacher collaboration, and naturing a positive school culture. As Hallinger & Wang (2020) argue, instructional leadership that emphasizes guidance and mentorship enhances teachers' pedagogical competence and classroom performance. The presence of strong leadership has been linked to consistent improvement in pupils' test scores, particularly in literacy and numeracy. Similarly, international research conducted by Leithwood et al. (2020)

shows that effective school leadership contributes up to 25% of the variance in student achievement, largely through its indirect influence on teacher motivation and instructional quality. In contexts of deprivation, such as rural Kenya, where teachers face multiple-socio-economic challenges, the inspirational role of the Headteacher becomes even more critical.

Directing also involves managing interpersonal relationships and ensuring harmony within the school system. Successful Headteachers demonstrate high levels of emotional intelligence, enabling them to resolve conflicts, negotiate expectations, and maintain staff cohesion. A study by Bush & Glover (2016) in South Africa found that schools where leaders demonstrated empathy, fairness, and participatory decision making recorded higher staff morale and student outcomes.

Comparable findings have been reported in Malawi and Zambia, where leadership that combines accountability with emotional support tends to foster sustained improvement (Chelwa, Pellicer, & Maboshe, 2019). In West Pokot, where Headteachers often operate under challenging conditions-including inadequate facilities and strained community relations-maintaining positive staff relationships is indispensable for ensuring continuity of learning.

Furthermore, effective direction integrates mechanisms of supervision and feedback that ensure teachers remain focused on instructional goals. Supervision in this context is not merely evaluative but developmental, providing opportunities for teachers to reflect on their performance and improve practice. Kiprop & Bett (2020) observed that regular supervision and instructional support in West Pokot's primary schools correlated positively with pupil achievement. Similarly, studies in Uganda and Nigeria demonstrate that teachers who receive constructive feedback from their supervisors exhibit greater instructional preparedness and classroom management (Mpaata &

Wamala, 2022; Adebayo et al., 2021). In the Kenyan context, the TSC'S performance appraisal system provides an institutional framework for supervision, but its effectiveness largely depends on how Headteachers interpret and implement it at school level (Kariuki & Guantai, 2020). Schools that treat appraisal as collaborative tool rather than a punitive measure tend to achieve more sustainable improvements in Performance.

Motivation is another vital component of directing management practices. It involves stimulating teachers' enthusiasm and commitment to teaching through recognition, rewards, and professional growth opportunities. Research by Ng'etich & Rono (2021) indicates that motivated teachers in West Pokot exhibit higher levels of engagement and deliver better learning outcomes even in resource-constrained environments. Monetary rewards may be limited in public schools, but non-financial motivators-such as professional recognition, training opportunities, and supportive supervision-play a decisive role. Globally, similar patterns are observed. In Finland and Japan, intrinsic motivation supported by culture of trust and respect underpins high levels of teacher professionalism (Sahlberg, 2021; OECD, 2021). Conversely, in systems where teachers feel undervalued or over-controlled, performance tends to decline, as seen in several developing countries where bureaucratic accountability overshadows professional autonomy (Bush 2020).

While directing practices are essential for institutional coherence, their success is closely linked to contextual realities. In marginalized areas such as West Pokot, logistical and socio-economic constraints often undermine the ability of Headteachers to fully execute their directing role. Studies have highlighted issues such as poor infrastructure, large pupil-teacher ratios, and community disengagement as impediments to effective leadership (Ngeno, 2022). However, Headteachers who adopt

inclusive and flexible directing approaches-encouraging community participation and adaptive scheduling-can mitigate same of these challenges. By fostering collaborative relationships with parents, local leaders, and education officers, Headteachers extend the reach of school management beyond the confines of the institution, thus strengthening the support base for learners.

International comparisons further underscore the importance of context-responsive direction. In countries such as Canada and New Zealand, school leaders act as facilitators of learning communities, promoting innovation and shared accountability rather than a top-down control (Hallinger & Wang, 2020). These practices contrast with the more hierarchical approaches found in some African systems but offer useful insights into how Headteachers in Kenya might balance authority with collegiality. In West Pokot, where educational outcomes are frequently constrained by socio-economic disparities, fostering collective responsibility among teachers and learners can create a sense of shared ownership that motivates all stakeholders toward improved performance.

In conclusion, directing management practices represent the dynamic process through which Headteachers translate institutional goals into practical actions that influence teacher behaviour and learner achievement. Effective direction encompasses communication, supervision, motivation, and leadership, all of which contribute to establishing a conducive environment for learning. Evidence from international and African contexts demonstrates that the most successful directing strategies are those that are rooted in collaboration, trust, and professional development. For West Pokot County, enhancing Headteachers' directing capacity requires targeted training in instructional leadership, strengthened communication systems, and a supportive policy framework that empowers schools to adapt to local realities. Ultimately, when

Headteachers direct with clarity, empathy, and purpose, they not only ensure organizational coherence but also elevate pupils' academic achievement, fostering long-term educational improvement within the County and beyond.

2.5.5 Headteachers Controlling Management Practices and Pupils' Academic Achievement in Academic programmes

The management of educational institutions depends upon the systematic exercise of control to ensure that all planned objectives are achieved efficiently. Control constitutes the evaluative and corrective function of management, providing the mechanism through which actual performance is measured against established standards and appropriate action is taken to address any discrepancies (Bush, 2020; Kariuki, Itegi, & Mutuma, 2024). In schools, this process allows Headteachers to ensure that teaching and learning activities remain aligned with national goals and institutional targets (Kiprop & Bett, 2020; Wanjala, Wamocha, & Nasongo, 2022).

According to the TSC (TSC, 2023), effective control mechanisms-such as supervision, appraisal, and feedback-help maintain accountability and improve the overall quality of instruction in Kenyan schools. Furthermore, comparative evidence from international contexts highlights that educational control, when applied developmentally rather than punitively, enhances institutional effectiveness and student outcomes (Hallinger & Wanga, 2020; Sahlberg, 2021). Effective control links planning, organizing, staffing, and directing into a continuous cycle of improvement, making it indispensable to the realisation of pupils' academic success (Bush & Glover, 2021; Lunenburg, 2016). Within West Pokot County, where public schools operate under constrained financial and human resources, Headteachers' capacity to monitor, evaluate, and guide performance plays a decisive role in maintaining quality and consistency in educational outcomes (Kiprop & Bett, 2020).

Kenyan studies highlight that the systematic application of control mechanisms-including lesson observation, performance evaluation, and structured feedback-is vital for aligning classroom practices with national educational standards and school development plans (Ministry of Education, 2021; Wanjala et al., 2022). Comparable evidence from Sub-Saharan Africa demonstrates that effective internal monitoring by Headteachers in low-resourced schools enhances teacher accountability and student achievement (Hallinger, 2020; Turyatemba, Mwasige, & Ssekamanya, 2021).

Control in educational leadership entails the formulation of clear performance standards, the continuous assessment of progress, and the implementation of corrective interventions to forestall underperformance (Bush, 2020; Kariuki et al., 2024). In Kenya, Headteachers are tasked with ensuring that both teachers and learners fulfil curriculum requirements while upholding ethical and professional norms. The TSC operationalizes control through supervision, appraisal, and auditing mechanisms (TSC, 2023). In marginalized Counties such as West Pokot, where geographical remoteness and limited infrastructural capacity restrict external oversight, the Headteacher's internal control practices assume even greater significance (Chepng'eno et al., 2023).

Control also encompasses instructional supervision, performance appraisal, learner assessment, financial management, and systematic feedback. Headteachers must ensure that educators deliver lessons effectively, manage discipline, and maximize instructional time (Thenmozhi, 2017). Regular supervision and formative evaluation have been shown to improve teaching quality and student performance (Kiprop et al., 2020; Akpan 2020). In West Pokot, Headteachers commonly engage in classroom observations, review schemes of work, and analyze examination outcomes to identify learning gaps and implement targeted interventions. Such measures enhance both accountability and professional development. Empirical findings indicate that schools

where Headteachers consistently monitor instructional delivery and provide supportive feedback record higher KCPE scores (Chepng'eno et al., 2023; Ngeno, 2022).

Control further extends to financial management, which is a key determinant of institutional sustainability. Under Kenya's FPE framework, Headteachers shoulder fiduciary responsibilities, including budgeting, procurement, and transparent record keeping. Effective financial control not only prevents mismanagement but also reinforces community confidence in school leadership. Schools that practice fiscal accountability are more likely to achieve superior learning outcomes because resources are channeled directly towards teaching and learning improvement (Wekesa & Simiyu, 2021). In West Pokot, where financial allocations are limited, sound financial management allows Headteachers to optimize scarce resources, thereby sustaining infrastructure, teaching materials, and staff motivation (Muricho & Chang'ach, 2019).

Monitoring learner performance is a critical facet of control. Continuous and summative assessments allow Headteachers and teachers to track progress and identify learning deficiencies. These data inform remedial instruction and parental engagement (MOE, 2021). Ngeno (2022) observes that schools in arid regions such as West Pokot rely on internal assessments to compensate for challenges associated with irregular attendance and large class sizes. The Headteacher's role is to ensure that assessments are diagnostic and lead to tangible learning improvements. Studies in Ghana and Uganda corroborate that systematic internal monitoring is positively correlated with student achievement (Oduro, 2019; Mpaata & Wamula, 2022), underscoring the universal importance of instructional control in resource-constrained settings.

Discipline and adherence to professional ethics also fall within the domain of control. A school's climate of respect and orderliness depends largely on how consistently rules and standards are enforced. Fir and transparent disciplinary procedures enhance morale

and promote a focused learning environment, whereas arbitrary enforcement breeds resentment and inefficiency. Bush & Glover (2016) reported that South African schools with well-structured disciplinary systems exhibit greater organizational coherence and student engagement. Similarly, in Kenya consistent enforcement of attendance, punctuality, and performance policies correlates positively with improved academic outcomes (Wanjala et al., 2022; Kiprop et al., 2020).

Feedback mechanisms form the link between evaluation and professional growth. Constructive feedback allows Headteachers to communicate performance expectations and guide teachers toward improvement. When conducted in a collegial and developmental manner, feedback fosters reflective teaching and professional accountability. In West Pokot, post-observation conferences, staff meetings, and annual appraisals constitute the primary feedback channels (Chepng'eno et al., 2023). Hallinger & Wang (2020) found that principals employing data-driven feedback systems reported higher student performance internationally, while Sahlberg (2021) highlighted the Finland's formative feedback culture sustains excellence without relying on punitive inspection. These insights suggest that feedback grounded in collaboration rather compliance promotes sustained instructional quality.

International evidence further reinforces the criticality of effective control. In Ghana, teacher supervision and accountability structures enhanced academic achievement (Ampofo et al., 29019). Ugandan studies revealed that decentralized control empowered Headteachers to contextualize monitoring, yielding improvements in both teacher performance and learner outcomes (Mpaata et al., 2022). South African research indicates that participatory self-evaluation contributes to improved school performance (Bush et al., 2016). High-performing systems balance autonomy and accountability through integrated control frameworks (OECD, 2021). In Finland, trust-based internal

monitoring predominates; in Singapore, performance reviews are linked to mentorship and peer learning (Ng, 2019); whereas the United Kingdom combines internal self-evaluation with external inspections through Ofsted to maintain standards and transparency (Bush, 2020). These international practices underline that effective control harmonizes oversight with professional trust.

Despite its benefits, the implementation of control mechanisms in West Pokot is impeded by contextual challenges, including teacher shortages, infrastructural deficits, and extensive administrative demands (Ngeno, 2022). Headteachers often lack sufficient time and expertise for systematic monitoring, and limited training restricts their capacity for data interpretation and evidence-based decision-making (Kariuki et al., 2020). Furthermore, cultural attitudes in pastoralist communities may hinder adherence to attendance and assessment policies. To mitigate these barriers, adaptive and participatory control strategies are essential, involving teachers, parents, and local authorities in collective responsibility for educational outcomes (Muricho et al., 2019).

Control mechanisms also influence teacher motivation. Bureaucratic or punitive systems can suppress creativity and initiative, while developmental supervision enhances commitment and professional satisfaction. Equitable and supportive monitoring correlates with higher teacher morale and performance. In hardship areas such as West Pokot, where educators face isolation and limited resources, Headteachers who adopt mentoring-oriented supervision promote resilience and retention (Chepng'eno et al., 2023). This approach parallels international trends in systems such as Finland and Canada, where teacher evaluation emphasizes peer collaboration and reflective practice rather than external compliance (Sahlberg, 2021; Hallinger & Wang, 2020).

At the systemic level, control safeguards educational equity and accountability. Through close monitoring of curriculum coverage, resource allocation, and learner progression, Headteachers ensure that institutional practices align with national policy objectives. The MOEs Quality Assurance and Standards Directorate complements this internal control by conducting external evaluations (MOE, 2021). In West Pokot, schools integrating community participation into control structures-through parents' committees and boards of management-tend to demonstrate stronger accountability and improved outcomes. Such participatory models' parallel approaches used in the United Kingdom and New Zealand, where self-review combined with stakeholder engagement underpins sustained improvement (OECD, 2021).

The cumulative evidence affirms that control mechanisms exert both direct and indirect effects on pupils' academic achievement. Directly, they ensure the consistent implementation of the curriculum, timely completion of syllabi, and adherence to standards; indirectly, they enhance teacher discipline, motivation, and optimal resource use. In West Pokot, robust internal control can offset systemic disadvantages such as teacher scarcity and poverty. Headteachers who articulate clear expectations, monitor progress, and deliver constructive feedback foster learning environments conducive to improved achievement (Kiprop et al., 2020; Chepng'eno et al., 2023). Conversely, weak control correlates with irregular instruction, incomplete syllabus coverage, and lower examination performance.

Ultimately, controlling management practices should be perceived not as restrictive but as transformative-constituting a continuous process of planning, supervision, evaluation, and improvement. When Headteachers in West Pokot apply control thoughtfully, balancing supervision with empathy and collaboration, they convert structural limitations into opportunities for growth. International experience

demonstrates that the most effective control frameworks integrate accountability with trust, enabling teachers to exercise autonomy within a shared culture of responsibility (Hallinger et al., 2020; Ng, 2019). Strengthening Headteachers' competencies through leadership training, data literacy, and participatory governance is therefore crucial to advancing equity and academic achievement across Kenya's diverse educational landscape.

2.6 Chapter Summary and Research Gap

This chapter examined literature related to Headteachers' management practices and their influence on learner's academic performance, with particular reference to public primary schools in West Pokot County, Kenya. The discussion integrated theoretical and empirical perspectives on the classical management functions – planning, organising, staffing, directing, and controlling – and their collective contribution to educational outcomes (Schraeder, Self, Jordan, & Portis, 2015; Haramain, 2019; Ali & Abdalla, 2017).

The reviewed studies established that effective school leadership and management are central to improving pupil's academic performance. Globally, high-performing education systems such as those in Finland, Singapore, and the United Kingdom attribute improved learner outcomes to strong instructional leadership, participatory management, and developmental supervision (Hallinger & Wang, 2020; Ng, 2019; Sahlberg, 2021). Comparable evidence from African countries, including Ghana, Uganda, and South Africa, indicates that accountability-based leadership combined with teacher support significantly enhances school effectiveness (Ampofo et al., 2019; Bush & Glover, 2016; Mpaata & Wamala, 2022).

In the Kenyan context, Headteacher's management practices remain vital in addressing challenges posed by teacher shortages, limited resources, and administrative overload.

Effective leadership that integrates planning, supervision, supervision, and participatory decision-making has been shown to improve teacher motivation, classroom practices, and academic outcomes (Kiprop & Bett, 2020; Kariuki, Itegi, & Mutuma, 2024). However, persistent regional inequalities- particularly in arid and semi-arid regions such as West-Pokot- continue to impede educational attainment due to infrastructural deficiencies, high pupil – teacher ratios, and socio-economic constraints (Chebitwey, 2013; Ngeno, 2022; Ayiro & Sang, 2016; Ayiro, 2015). Within such marginalised contexts, headteachers' capacity to plan strategically, monitor performance, and engage communities is critical for sustaining quality education.

The literature also highlighted the significance of headteachers' demographic attributes – such as academic qualifications, experience, and gender – in influencing leadership effectiveness and learner outcomes (Musau & Migosi, 2015; Kering, 2019). Yet, evidence remains inconclusive on how these factors moderate the relationship between management practices and pupils' academic achievement, especially in rural and resource-deprived settings. Although global models emphasise collaborative and trust-based leadership (Ng, 2019; Sahlberg, 2021), limited research exists on adapting these approaches within Kenya's decentralized education system.

Overall, the reviewed studies underscore that the five management functions operate as an independent framework through which headteachers ensure effective teaching and learning. Planning guides goal setting and resource allocation; organising establishes structure and coordination; staffing ensures qualified and motivated personnel; directing provides leadership and motivation; and controlling maintains accountability through supervision and feedback. Together, these functions form a continuous improvement cycle that supports institutional efficiency and pupil achievement.

Despite this theoretical clarity, several research gaps persist. First, most empirical studies have been conducted in urban or well-resourced areas, with limited focus on marginalised counties like West Pokot. Consequently, the contextual realities of poverty, nomadism, and limited infrastructure remain underexplored. Second, while individual management functions have been studied separately, few investigations have examined their integrated influence on academic performance. Third, limited attention has been given to how headteachers' demographic characteristics moderate the effectiveness of these practices Lukas & Mbiti, 2019; UNESCO, 2020). Fourth, there is insufficient comparative research adapting international best practices to Kenya's resource-constrained educational environment. Finally, little quantitative evidence exists on how internal control mechanisms – such as appraisal, supervision, and feedback – affect pupil's academic outcomes in rural schools.

Addressing these gaps is crucial for advancing knowledge on educational leadership and equity. Empirical investigation within West Pokot County will provide insights into how Headteachers' management practices operate in marginalised contexts and their cumulative effect on learners' achievement. Such findings will contribute to national educational policy by informing capacity- buildings initiatives, leadership training, and context-sensitive school improvement strategies that enhance academic performance across Kenya.

The study therefore addresses these gaps by one assessing the effects of the five classical management practices on leaners' academic performance, and two, testing whether Headteachers' demographic characteristics moderate the relationship between management practices and academic achievement, using PROCESS Macro.

2.6.1 Research Gap

The study identified several gaps that would require further investigation. First, there is limited empirical research on management practices in arid and semi-arid counties such as West Pokot, indicating a need for more context-specific evidence. In addition, there is inadequate examination of the combined influence of planning, organising, staffing, directing, and controlling on academic performance, suggesting that the integration of management functions has not been sufficiently explored. Another gap arises from the lack of empirical analysis of how headteachers' demographic characteristics moderate management-achievement relationships, highlighting the importance of understanding demographic moderation. The study also notes insufficient adaptation of international best practices to Kenya's decentralized, resource-limited school system, pointing to a limited comparative perspective. Finally, there is limited quantitative evidence on how supervision, feedback, and appraisal affect pupil achievement in marginalised contexts, demonstrating the need for stronger analysis of control mechanisms.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology adopted in the study. It describes the overall research design and explains the procedures used to collect, analyze, and interpret data. The chapter begins with a discussion of the research design, followed by the target population, sample size, and sampling techniques employed. It then details the data collection instruments, including questionnaires for headteachers, subject heads of departments, and pupils; structured interview guides for the TSC Sub-County Directors of Education (SCDE) and the Quality Assurance and Standards Officer (QUASO); and structured observation guides.

The chapter further discusses the control variables used, the application of factor analysis and confirmatory factor analysis, and the procedures for data collection and analysis. It explains how direct effects and moderating effects were tested and presents the hypotheses testing procedures alongside the regression model assumptions. Additionally, document analysis methods, as well as the processes for establishing the validity and reliability of research instruments, are described. Finally, the chapter concludes with a discussion of the ethical considerations that guided the conduct of the study.

3.2 Research Design

The study adopted a cross-sectional survey research design within a mixed-methods paradigm. The cross-sectional approach was appropriate because data were collected from schools at one point in time to determine the existing relationship between Headteachers' management practices and learners' academic performance without manipulating any study conditions (Creswell &Creswell, 2018; Bryman, 2016). This

design enabled systematic comparison across multiple schools in West Pokot County and supported the identification of patterns in management practices and performance outcomes.

A mixed-methods approach was utilized to integrate both quantitative and qualitative data. The quantitative component measured the influence of the five management practices (planning, organizing, staffing, directing, and controlling) on learners' academic performance using school KCPE mean scores. The qualitative component, on the other hand, provided deeper contextual understanding of how school environments, community influences, and resource constraints shape the way these management practices are implemented (Creswell & Plano Clark, 2018). Combining the two approaches strengthened the validity, interpretation, and meaningfulness of the findings through methodological triangulation (Tashakkori & Teddlie, 2016).

Additionally, the study employed a factorial analytical design to examine both the main effects of Headteachers' management practices on academic performance and the moderating effects of Headteachers' demographic characteristics (experience in Headship, teaching experience, and academic qualifications). Factorial design is particularly suitable for studies that involve interaction analysis because it allows the researcher to determine whether the relationship between independent and dependent variables changes under differing moderator conditions (Hayes, 2022; Owan, Agboeze, & Ede, 2020). This was essential for the study because Headteachers in ASAL regions often differ substantially in professional experience and qualification levels, which may influence the effectiveness of their management practices.

Therefore, the cross-sectional mixed-methods factorial design provided an appropriate and rigorous framework for the study by allowing the researcher to measure variations

in management practices, determine their influence on academic performance, and assess how Headteachers' demographic characteristics moderate these relationships. This enabled a realistic interpretation of school management effectiveness within the socio-cultural and educational context of West Pokot County, Kenya.

3.3 Study Area

The research encompassed public primary schools in West Pokot County, Kenya. West Pokot County is situated in the Rift Valley region of Kenya and has borders with Turkana to the north, Baringo to the east, Elgeyo Marakwet and Trans Nzoia to the south, and the Republic of Uganda to the west. The capital is Kapenguria town. West Pokot County comprises four Sub-Counties: Pokot Central, Pokot South, Pokot West, and Pokot North.

West Pokot County was selected for this study because it presents persistent and unique challenges in primary education outcomes compared to neighbouring ASAL Counties such as Turkan and Baringo. Although all these Counties share characteristics of arid and semi-arid environments, West Pokot has consistently recorded comparatively lower KCPE performance despite receiving similar national education interventions and recent performance trends show that West Pokot has demonstrated slower improvement in learning outcomes, particularly in rural and pastoralist zones (Ministry of Education, 2021; KNEC, 2020; UNESCO, 2022).

while Counties such as Trans Nzoia and Uasin Gishu report comparatively higher performance, West Pokot continues to lag behind despite similar education funding and policy interventions (KNEC, 2019; Ministry of Education, 2021). Trans Nzoia and Uasin Gishu which are predominantly agricultural and have better school infrastructure and higher teacher retention, West Pokot presents a unique educational environment

characterized by scattered settlement and difficult terrain which complicates school supervision and resource distribution, cultural practices, including pastoral mobility, that disrupt consistent schooling, teacher shortages and leadership instability in remote areas and a wide variance in school performance among schools operating under similar socio-economic conditions (Ministry of Education, 2021; UNESCO, 2022).

The County demonstrates significant variation in school performance even within similar socio-economic conditions (KNEC, 2020; Uwezo Kenya, 2016), suggesting that internal school-level factors, particularly Headteachers' management practices, may be driving these differences. Additionally, limited empirical studies have examined the moderating effect of Headteachers' demographic characteristics on the relationship between management practices and academic performance in this context. Therefore, West Pokot provided a suitable and necessary setting for investigating how leadership practices shape learning outcomes in ASAL public schools.

3.4 Target Population

The target population for this study consisted of Headteachers, subject HOD's, standard eight learners, TSC SCDE, Quality Assurance and Standards Officers (QUASO) in public primary schools in West Pokot County. At the time of the study, there were 582 public primary schools in the County, of which 320 had presented candidates for the KCPE between 2012 and 2016 (Ministry of Education, 2017). Therefore, the accessible population comprisedn320 Headteachers, 1,280 HODs (four per school), 1,920 standard eight learners, 4 TSC SCDEs, and 1 QUASO.

This population was selected because it included those directly involved in instructional leadership, curriculum implementation, quality assurance, and academic performance monitoring, making them suitable for providing reliable data on Headteachers'

management practices and learners' academic performance (Ng'ang'a & Odebero, 2019; Wanjiru & Thinguri, 2021).

3.5 Sample Size and Sampling Techniques

This study used 10% of the accessible school population (32 schools). The use of 10% is consistent with recommended sampling guidelines for field surveys in education, where a sample of 10%-30% is considered adequate when the population is large and relatively homogenous (Kothari, 2014; Mugenda & Mugenda, 2019). Additionally, Roscoe's rule of thumb suggests that a sample between 30 and 500 respondents is appropriate for behavioural and social science studies (Sekaran & Bougie, 2016) as presented in Table 3.1.

Table 3.1: Population Profile and Sample Distribution

Categories of Population	Target Population	Number of Respondents		Sampling Design
		Sample Size	Percentage	
QUASO	1	1	0.3	Purposive
TSC SCDE	4	4	1.12	Purposive
Headteachers	320	32	8.95	Purposive
Subject HOD's	1280	128	35.85	Purposive
Class eight pupils	1920	192	53.78	Stratified simple random sampling
TOTAL	**3525**	**357**	**100**	

Source: Researcher, 2017

The choice of 10% was also influenced by contextual field constraints in West Pokot County. The County was characterized by rugged terrain, long distances between schools, and seasonal road inaccessibility, which made full-scale coverage costly, time-consuming, and logistically challenging. Selecting 10% therefore balanced statistical representativeness with practical feasibility, while ensuring adequate distribution across the four sub-Counties (Creswell & Creswell, 2018; Patton, 2015).

The study sample comprised 32 public primary schools in West Pokot County that had administered KCPE examinations over the past five years (2012-2016). Consequently, from a total of 320 public primary schools, 10% corresponds to 32 schools, with 8 schools picked from each Sub-County. A stratified random sampling technique was applied to select the 32 schools from the 320 schools. Given West Pokot County's dispersed settlement pattern, challenging terrain and limited road infrastructure, the study adopted a stratified multi-stage sampling strategy to ensure representativeness while maintaining field feasibility. The County was stratified by sub-County and school topology (mixed day, mixed boarding, boys' boarding, girls' boarding, and day and boarding); within each stratum schools were selected using proportionate random sampling to capture contextual diversity.

Within each selected school, the Headteacher and subject HODs were purposively selected for their administrative insight (Gall, Gall & Borg, 2015), while standard eight learners were selected using stratified simple random sampling, ensuring gender balance and inclusion across the performance spectrum. This pragmatic combination of probability and purposive methods follows recommended practices for research in hard-to-reach or resource-constrained environments and balances the need for statistical power (for regression and factor analysis) with logistical constraints (Creswell & Creswell, 2018; Patton, 2015; Hair et al., 2019). Field work was coordinated in clusters to reduce travel time; local education officers assisted in accessing remote schools; and results were triangulated with KCPE mean cores to strengthen validity. Additionally, all 4 SCDEs and 1 QUASO were purposively included because of their oversight role in school leadership and performance.

3.6 Data Collection Instruments

The study data was obtained from questionnaires, a structured interview guide, an observation guide, and document analysis of KCPE results for public primary schools. Data gathering methods encompassed the documentation of observations during school and classroom visits through research journal entries and images of the educational setting. Furthermore, students' records and other pertinent educational data were compiled for study.

3.6.1 Questionnaires for Headteachers, Subject HOD's and Pupils

A questionnaire was employed to gather primary data using structured (fixed response) and unstructured (open-ended) items from Headteachers, Subject HOD's, and standard eight pupils' participants in the study. Mugenda & Mugenda (2003) asserts that questionnaires are efficient for administering to a large cohort of respondents. The participants were receptive to the analytical approach of the study, as the questionnaires allowed respondents to articulate their perspectives, opinions, and suggestions (Bryman, 2012; Creswell, 2014). It is also anonymous, so eliciting more candid responses than what is achievable in an interview. The questionnaires for the Headteachers comprised eight components. Section A of the instrument pertained to the respondents' background information; Section B addressed School Academic Achievement (KCPE mean scores); Section C focused on planning management practices in academic programs; Section D examined organizing management practices in academic programs; Section E discussed staffing management practices in academic programs; Section F covered directing management practices in academic programs; Section G covered controlling management practices in academic programs; and Section H included open-ended questions for the respondents. Appendix ONE is an example of a questionnaire for Headteachers.

The questionnaire for Subject Heads of Departments of seven sections: Section A covered respondents' background information; Section B focused on planning management practices in academic programs; Section C addressed organizing management practices in academic programs; Section D examined staffing management practices in academic programs; Section E discussed directing management practices in academic programs; and Section F addressed controlling management practices in academic programs. G posed open-ended questions to the respondents. Refer to Appendix TWO for sample questionnaire from the Subject Heads of Departments. The pupil questionnaire comprised five sections: Section A examined the respondents' background information; section B focused on planning management practices in academic programs; section C addressed controlling management practices in academic programs; section D discussed academic program activities; and section E pertained to assessment tools to align with the responses of the Headteachers and Subject Heads of Departments regarding the study's objectives. Refer to Appendix THREE for a sample questionnaire intended for students.

3.6.2. Structured Interview Guide for TSC SCDE and QUASO

A structured interview guide was employed, and face-to-face interviews were conducted wherein the researcher, acting as the interviewer, posed questions to the respondents aimed at eliciting responses relevant to the research problem (Kerlinger & Howard, 1999). Interviews served as valuable instruments for the Researcher to comprehend the interpretations of TSC SCDE and QUASO regarding their experiences with Headteachers' management practices and pupils' academic achievement in public primary schools in West Pokot County (Patton, 2002). In-depth interviews provided participants the opportunity to articulate their narratives, conveying the significance of their experiences. It also facilitated the elicitation of the perspectives, events,

experiences, and observations of these participants (Rubin & Rubin, 2005). The instruments inquired about the study's aims. Refer to Appendix FOUR for exemplary interview questions for TSC Sub-County Directors of Education/QUASO. The tool investigated Headteachers' management techniques and students' academic performance in public elementary schools in West Pokot County.

3.6.3 Structured Observation Guide

The researcher utilized direct observation and journaling to meticulously monitor the operations of each public primary school and document the occurrences. The assessment concurrently evaluated the availability and sufficiency of facilities and physical infrastructure, analysed the significance of events and activities, and redirected observation as needed to enhance or validate those significances (Huberman & Miles, 2002; Stake, 2000). The researcher was able to observe school events and activities, including pupil engagement in each class, classroom conditions, the ratio of desks to pupils, desk conditions, chart quality, building types, and the state of walls and floors, utilizing an observation schedule guide and structured observations to ensure consistency across the thirty-two selected public primary schools. Refer to Appendix FIVE for a sample observation program.

3.6.4 Document Analysis

The document analysis mostly involved the physical gathering of secondary data from libraries, Masinde Muliro University of Science and Technology (MMUST), the education offices of West Pokot County, and public primary schools that administered the KCPE exams in West Pokot County, Kenya. Document analysis enabled the researcher to access records of activities and data that are typically not directly observable, such as school improvement plans and achievement test reports, which are essential repositories (Stake, 2000). In this instance, the mean grades of the schools in

the KCPE examinations functioned as a metric for assessing the academic standards of each public primary school under examination. These papers augmented the researcher's efforts and other data sources, facilitating the identification of the correlation between the actions of certain Headteachers and their intended objectives as articulated in their vision statements and strategy plans (Bryman, 2012).

3.7 Validity and Reliability of the Instruments

Prior to the collection of the real study data, the researcher executed a pilot study in Elgeyo Marakwet County, Tambach Sub-County, utilizing a sample that was excluded from the final study population. A sample of five schools was picked intentionally. The objective of the pilot study was to pre-test the data collection instruments to enhance efficiency and determine their reliability and validity, refine strategies to optimize response rates, and become acquainted with their administration (Ogula, 2001). The pilot test was excluded from the final study and used to clarify ambiguities, biases, and blind spots in the initial drafts of the questionnaires and interview questions. Additionally, certain questions and interview prompts were reworded, hence augmenting the dependability of the instruments (Bryman, 2012; Aldrich & Cunningham, 2016).

3.7.1. Validity

Validity assesses the degree to which the obtained data accurately reflect a specific variable or construct within the study (Creswell & Creswell, 2023; Sekaran & Bougie, 2020). The validity was determined through a meticulous evaluation of the individual items by several professional judges. Factor analysis was employed to determine the interrelationships among groupings across multiple variables. It was used with multiple-indicator measures to assess whether the indicators clustered to form one or more constructs (Hair, Hult, Ringle & Sarstedt, 2021). This study employed content

validity, which represents a consensus among experts that the scale accurately measures its intended construct and effectively represents the concept being studied (Taherdoost, 2022). Content validity indicated the extent to which the measurement instrument adequately addressed the research problem (Bryman, 2021; Creswell & Creswell, 2023). In this study, the researcher established content validity by reviewing relevant literature to identify comparable scales utilized by management and education professionals (Saunders, Lewis & Thornhill, 2019). To enhance this validity, a pilot study was conducted by randomly sampling 10% of the public primary schools, ensuring that the respondents selected for the pilot were excluded from the final sample.

3.7.2. Reliability of the Research Instruments

Reliability refers to the degree to which a research instrument consistently yields the same results under similar conditions (Creswell & Creswell, 2018; Saunders, Lewis, & Thornhill, 2019). To ensure that the data collection instruments used in this study were dependable and capable of producing stable and consistent results, internal consistency reliability was assessed. Internal consistency measures how well the items within a scale are correlated and collectively measure the same construct (DeVellis, 2017; Hair et al., 2019).

Cronbach's alpha coefficient (Cronbach, 1951) was applied to evaluate the internal consistency of the questionnaire items administered to Headteachers, HODs and learners. Cronbach's alpha is widely regarded as an appropriate and reliable index for measuring internal consistency because it quantifies the average correlation among items within a scale (Tavakol & Dennick, 2011).

Cronbach's alpha values range between 0 and 1, where values closer to 1.0 indicate stronger internal consistency. According to Hair et al. (2019), an alpha value of 0.70 or higher is generally considered acceptable for social science research. Values above 0.80

reflect good reliability, and above 0.90 indicate excellent internal consistency among the items. However, extremely high values (e.g., >0.95) may suggest redundancy, meaning some items might be measuring the same concept repetitively (Tavakol et al., 2011).

In this study, the Cronbach's alpha results demonstrated that the instruments possessed acceptable to high internal consistency, confirming their suitability for data collection and supporting the reliability of the findings obtained.

To measure the internal consistency of the instrument, the Cronbach alpha coefficient test was employed. A coefficient of 0.60 is deemed to have an average reliability while a coefficient of 0.70 and above is indicative that the instrument is highly reliable (Hair et al., 2009). A summary of the reliability results of the questionnaire as derived from the pilot study of the KCPE mean grade, Headteachers planning management practices, organizing management practices, staffing management practices, directing management practices and controlling management practices are presented in Table 3.2.

Table 3.2: Reliability Statistics

Variability	Number of Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
1. KCPE Mean Grade	5	.828	.848
2. Planning practices	27	.568	.628
3. Organizing practices	6	.546	.625
4. Staffing practices	12	.685	.685
5. Directing practices	12	.783	.788
6. Controlling practices	47	.848	.885

Source: Researcher, 2017

The results in Table 3.2 shows that the questionnaire was reliable in all measurement scales used since the results for Cronbach alpha coefficient for all variables under study was above 0.6 which was considered to be highly reliable (Hair et al., 2009, 2010). This implies that the scales in question had a high degree of internal consistency among the measurement items. The results of the Crouchback alpha coefficient for all the variables under study was 0.916, which is considered to be highly reliable.

3.8 Data Collection Procedures

Prior to data collection, necessary documentation and approvals were obtained. A research permission was acquired from the National Commission for Science, Technology and Innovation (NACOSTI) following the university's approval of the project. Research questions were initially pilot tested in Elgeyo Marakwet County, subsequently evaluated, and re-pilot tested in five public elementary schools among marginalized areas in Elgeyo Marakwet County, Kenya. These were excluded from the study. The researcher acquired authorization from the West Pokot County Education Office to conduct research in West Pokot County. The KCPE results from all public elementary schools in the County during the past five years were collected and analysed with the assistance of the County Quality Assurance and Standards Officer. This was essential in the selection of the schools for the investigation. All participants were solicited for their informed agreement to partake in the study.

The research at public elementary schools in West Pokot County began with the Headteacher completing the questionnaire, subsequently followed by an interview conducted by the researcher. The Headteacher subsequently coordinated the completion of questionnaires by the Heads of Departments and eighth-grade students. The interview with the Headteachers, TSC Sub-County Directors of Education, and QUASO was conducted as well. The sequence was then replicated in all other public

primary schools within the Sub-Counties of West Pokot County. The TSC SCDE and QUASO were interviewed at their offices within the County education office of their respective Sub-Counties. The research activities in the other schools were conducted in the same sequence.

3.9 Methods of Data Analysis

Data analysis refers to the systematic processes of organizing, examining, and interpreting data to answer research questions and test hypotheses (Bryman, 2016; Creswell & Creswell, 2018; Hayes, 2022). This study employed both quantitative and qualitative data analysis approaches consistent with the mixed-methods research design.

3.9.1 Quantitative Data Analysis

The quantitative data collected through questionnaires were first coded, cleaned, and entered into the Statistical Package for Social Sciences (SPPS) Version 29.0 for analysis. Data analysis proceeded in three major stages: Univariate, Bivariate, and Multivariate analysis, aligned directly to the study objectives.

3.9.1.1 Univariate Analysis

Univariate analysis was conducted to summarize and describe the characteristics of the respondents and core study variables. Measures such as frequencies, percentages, means, and standard deviations were used; Describe Headteachers' demographic characteristics (experience in Headship, teaching experience, and academic qualification), summarize the levels of planning, organizing, staffing, directing, and controlling management practices, and, summarize learners' academic performance (School KCPE mean scores).

This provided an overview of the data before conducting relationship-based analyses (Field, 2018; Gravetter & Wallnau, 2020).

3.9.1.2 Bivariate Analysis

Bivariate analysis examined the direct relationship between each Headteacher management practice and learners' academic performance. Pearson's Product Moment Correlation Coefficient (r) was used to determine both the strength and direction of the linear relationships between variables (Pallant, 2020; Field, 2018).

This stage addressed objectives (i) to (v) by determining whether each management practice was significantly associated with KCPE performance.

3.9.1.3 Multivariate Analysis

1. Multiple Regression Analysis (Main Multivariate Technique)

In this study, the multivariate analysis refers to the use of multiple regression and moderation analysis (PROCESS Macro) to examine the combined and interactive effects of the five independent variables (Headteachers management practices) on the dependent variable (Learners' academic performance). It assessed how the Headteachers management practices operate simultaneously, controlling for their mutual relationships.

The first stage of multivariate analysis used multiple linear regression to the determine the predictive power of the five major Headteachers' management practices (Planning, organizing, staffing, directing, and controlling).

- Planning practices (X_1)
- Organizing practices (X_2)
- Staffing practices (X_3)
- Directing practices (X_4)
- Controlling practices (X_5)
- On leaners' academic performance (KCPE mean scores (Y)

The general regression model applied was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where:

- Y = Learners' academic performance (measured through KCPE mean scores)
- X1 – X5 = Headteachers' management practices indices (derived from questionnaires and composite means)
- ε = Error term

This model explained the significant proportion of variance in learners' academic performance (R^2), by explaining the % of the variance in learner performance could be attributed to the combined influence of the five management dimensions. $\beta_{1\text{-}5}$ indicates the expected change in leaners' academic performance for every one-unit increase in the Headteachers management practices (e.g. Planning), while keeping organizing, staffing, directing, and controlling constant.

2. Moderation Analysis (Second Level of Multivariate Test)

After establishing the direct effects, the study employed Hayes' (2022) PROCESS Macro Model 1 to test for moderation- whether experience in Headship, or teaching experience, or academic qualifications (Moderated the strength of the relationship between Headteachers' management practices and learners' academic performance.

The moderation equation used was:

$$Y = b_0 + b_1 X + b_2 M + b_3 (X \times M) + e$$

Where:

- M = Experience in Headship or teaching experience, or academic qualifications
- X × M = Interaction term representing moderation effect.

The demographic characteristics (moderators) were to determine if they amplified the positive or negative influence of the management practices on leaners' academic achievement – an important multivariate insight.

The conditional effect (simple slopes) interpreted the moderation, PRROCESS computes conditional effects of X on Y at specific values of M (usually the mean and ± SD):

Effect of X on Y / M = $b_1 + b_3M$

This equation shows how the slope of X⟶Y changes across different levels of the moderator M.

Johnson-Neyman (J-N) Technique

PROCESS also provided a Johnson-Neyman output, which identified the specific values of the moderator at which the effect of X► Y transitions from statistically significant to non-significant (and vice versa). In this study this was not provided.

3. Assumption Testing (Prior to Multivariate Analysis)

Before running the multivariate models, the study confirmed the assumptions of multiple regression and moderation, including; Normality of residuals (checked using Kolmogorov-Smirnov Test), multicollinearity (tested using Variance Inflation Factor, VIF < 5), linearity and homoscedasticity (checked via ANOVA and Levene' Statistics) and Independence of errors (Durbin-Watson Test).

All assumptions were to be satisfied, to validate the appropriateness of the multivariate models used.

3.9.2 Qualitative Data Analysis

The findings were analyzed using thematic analysis, guided by Braun & Clarke's (2006, 2019) six-phase framework and presented narratively, integrating direct quotations and

interpretive commentary. Themes were structured according to the study's main objectives, showing how Headteachers' management practices influenced learners' academic performance. Qualitative findings served to validate, clarify, and enrich quantitative results. This integration of findings provided a comprehensive understanding of how Headteachers' management practices translate into learner outcomes in West Pokot County. After the thematic discussion, qualitative insights were used to explain or expand the quantitative results.

In summary, qualitative data analysis followed a systematic thematic approach, producing rich insights that contextualized statistical patterns. It revealed that the effectiveness of Headteachers' management practices in West Pokot was not only by leadership style but also by the demographic characteristics of Headteachers. By presenting the data through narrative themes supported by direct quotations, the study was to maintain academic rigour while ensuring that participants' voices illuminated the empirical findings.

Table 3.3: Summary of Statistical Analysis Plan

Objectives	Independent variable	Moderator	Dependent variable	Instrument	Statistical Tool
1. To evaluate the effect of planning management practices in academic programmes and learners' academic achievement in public primary schools in West Pokot County, Kenya.	Planning management practices in academic programmes	Demographic characteristics of the Headteachers (Experience in Headship, Teaching Experience, academic Qualifications)	Schools KCPE Mean Score	-Document analysis - Questionnaire -Interview guide -Observation guide	Descriptive statistics, Inferential statistics Qualitative data analysis PROCESS Macro
2. To assess the effect of organizing management practices in academic programmes and learners' academic achievement in public primary schools in West Pokot County, Kenya.	Organization 0f management practices in academic programmes	Demographic characteristics of the Headteachers (Experience in Headship, Teaching Experience, academic Qualifications)	Schools KCPE Mean Score	-Document analysis - Questionnaire -Interview guide -Observation guide	Descriptive statistics, Inferential statistics Qualitative data analysis PROCESS Macro
3. To evaluate the effect of staffing management practices in academic programmes and learners' academic achievement in public primary schools in West Pokot County, Kenya.	Staffing management practices in academic programmes	Demographic characteristics of the Headteachers (Experience in Headship, Teaching Experience, academic Qualifications)	Schools KCPE Mean Score	-Document analysis Questionnaire -Interview guide -Observation guide	Descriptive statistics, Inferential statistics Qualitative data analysis PROCESS Macro
4. To assess the effect of directing management practices in academic programmes and pupils' academic achievement in public primary schools in West Pokot County, Kenya.	Directing management practices in academic programmes	Demographic characteristics of the Headteachers (Experience in Headship, Teaching Experience, academic Qualifications)	Schools KCPE Mean Score	-Document analysis Questionnaire -Interview guide -Observation guide	Descriptive statistics, Inferential statistics Qualitative data analysis PROCESS Macro
5. To evaluate the effect of controlling management practices in academic programmes and pupils' academic achievement in public primary schools in West Pokot County, Kenya.	Controlling management practices in academic programmes	Demographic characteristics of the Headteachers (Experience in Headship, Teaching Experience, academic Qualifications)	Schools KCPE Mean Score	-Document analysis Questionnaire -Interview guide -Observation guide	Descriptive statistics, Inferential statistics Qualitative data analysis PROCESS Macro

Source: Researcher, 2017

3.10 Ethical Considerations

This study adhered to established ethical standards for research involving human participants. Ethical approval was sought and obtained from the relevant University Institution Review Board (IRB) before data collection commenced. Permission to conduct the study in public primary schools was also obtained from the National Commission for Science, Technology and Innovation (NACOSTI), the County Director of Education, and the respective Headteachers.

Informed consent was observed throughout the research process. Participants were informed of the purpose of the study, the nature of their involvement, the expected duration of participation, and their right to decline or withdraw at any stage without penalty (Creswell & Creswell, 2018). Consent was obtained in writing to ensure voluntary participation.

Confidentiality and anonymity of the respondents were maintained. No school names or personal identifiers were recorded in the questionnaires or interview schedules. Instead, codes were used to label responses. The information gathered was used strictly for academic purposes and stored securely to prevent unauthorized access (Saunders, Lewis, & Thornhill, 2019).

To minimize the possibility of psychological or professional harm, participants were assured that their responses would not be used to evaluate or judge their performance. The researcher also avoided any form of coercion, especially because school settings involve hierarchical authority structures. Additionally, the study respected the principle of beneficence, ensuring that the research outcomes contribute to improving school leadership, teaching efficiency, and learner academic performance in marginalized contexts such as West Pokot County (Bryman, 2016).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the results based on the objectives of the study. It provides findings on Headteachers management practices and pupils' academic achievement in public primary schools of marginalized communities in West Pokot County, Kenya. It also reports on the moderation effect of Headteachers' demographic characteristics on the relationship between Headteachers management practices and pupils' academic achievement. It comprises of the missing data, testing data for non-response bias and response rate, demographic characteristics, Public Primary Schools profile, management of Headteachers in schools.

4.2 Data Editing, Coding and Screening

Data editing, coding, and screening were undertaken to ensure the completeness and consistency of the information, which is an essential part of data processing at the analysis stage (Bryman, 2021). All respondents who completed at least 75% of the questionnaire were included in the analysis, while those with more than 25% unanswered questions were excluded, and missing data were treated as missing values (Taherdoost, 2022). Coding was used to assign numerical values to responses to facilitate data entry for statistical analysis, a process that can occur before or after questionnaire administration; in this study, pre-coding was applied (Sekaran & Bougie, 2020). Data editing was then performed after entry into the data matrix to detect and correct data entry errors (Creswell & Creswell, 2023).

To ensure the credibility of the data collected, screening for missing data and non-response bias was conducted. While it is uncommon to obtain a dataset without missing values, examining the extent and pattern of missing data is crucial (Hair, Hult, Ringle

& Sarstedt, 2021). When missing data occur completely at random and constitute less than 5% per variable, the dataset is generally considered acceptable without further pattern analysis (Kline, 2021). In this study, SPSS screening revealed that no variable had more than 5% missing values, and therefore no further assessment of missing data patterns was necessary. The median was used to replace missing values in Likert-scale items, as it is less affected by outliers and preserves data distribution (Saunders, Lewis & Thornhill, 2019). This method was preferred over listwise deletion, which often reduces sample size and may bias results (Hair et al., 2022).

4.3 Return Rate of Questionnaires

The strategy employed by the researcher was research administration which enhanced the response rate. During the data collection phase research assistants allowed the respondents ample time to interrogate the instrument. The pupils were assisted to understand the questions and allowed time to fill the instruments. Data in Table 4.1 shows the total number of questionnaires distributed to the six categories of respondents and their return rates.

Table 4.1: Response Rate to Questionnaires

Category	Total Administered	Non-Response	percent
TSC Sub- County Directors of Education	4	2	50
QUASO	1	0	100
Headteachers	32	0	100
Subject Heads of Departments	128	4	97
Pupils	192	32	83.3
Total	**357**	**38**	**89.4**

Source: Researcher, 2017

From the results in Table 4.1 two Sub- County directors were not available to be interviewed at the time of the study. One sub – County Director in-charge of two Sub-

Counties, was interviewed on matters of education management in the County. The QUASO for the County responded to the interview questions pertaining to Headteachers management practices in schools, pupils' academic achievement and general matters of education of West Pokot County. Four subject HOD's out of 128 did not fill the questionnaires at all indicating lack of time for the exercise. All the Headteachers of the sampled schools completed the instruments and 160 pupils out of the 192 sampled pupils were able to complete the questionnaires. 32 observation guides for the schools were filled by the researcher. A total of 357 instruments were administered to 32 public primary schools with a response rate of 89.4%.

4.4 Response Rate by Sub-County

The study was carried out in West Pokot County- Kenya, one of the marginalized areas in Kenya. The study targeted 32 public primary schools of West Pokot County. The sub-Counties of West Pokot County included Pokot Central, Pokot North, Pokot West and Pokot South. The study targeted 4 sub-County directors of education, one QUASO, 32 Headteachers, 128 Subject Heads of Departments and 192 class eight pupils. Table 4.2 shows the number of questionnaires distributed and received per Sub- County.

Table 4.2: Category of Respondents per Sub-County

Category	Pokot Central			Pokot North			Pokot West			Pokot South		
	No.	Filled	%	No.	Filled	%	No.	Filled	%	No.	Filled	%
SCDE	1	1	100	1	0	0	1	1	100	1	0	0
QUASO	0	0	0	0	0	0	1	1	100	0	0	0
Headteachers	8	8	100	8	8	100	8	8	100	8	8	100
HOD's	32	32	100	32	29	91	32	32	100	32	31	97
Pupils	48	41	85.4	48	38	81.3	48	42	87.5	48	39	83.3
Totals	**89**	**82**	**92.1**	**89**	**75**	**84.3**	**89**	**84**	**94.4**	**89**	**78**	**87.6**

Source: Researcher, 2017

4.5 Measurement of Variables

The study collected both quantitative and qualitative data, and therefore employed different levels of measurement consistent with the nature and purpose of each variable. Quantitative variables were measured using Likert-scale items, numerical counts, and documented school performance records, while qualitative data captured through interviews and observations were measured at the nominal and narrative (descriptive) levels, enabling thematic and content analysis as presented in Table 4.3.

Table 4.3: Levels of Measurements of Variables and Instruments

Variable Category	Variables/Information Collected	Level of Measurement	Instrument Used	Type of Data
Independent Variables	Headteachers' Management Practices (Planning, Organizing, Staffing, Directing, Controlling)	**Ordinal** (measured on 5-point Likert scales, treated as Interval for parametric analysis)	Questionnaire for Headteachers, HODs & learners	Quantitative
Dependent Variables	Learners' Academic Achievement (KCPE School Mean Scores)	**Ratio** (actual numerical scores)	KCPE Documentary Records	Quantitative
Moderating Variables	Headteacher's Experience as Headteacher; Teaching Experience (in years)	**Ratio**	Questionnaire (Demographic Section)	Quantitative
Moderating Variable	Headteacher's Academic Qualification	**Ordinal** (Diploma < Bachelor < Master < PhD)	Questionnaire (Demographic Section)	Quantitative
Qualitative Variable one	Observed (school events and activities, classroom conditions, the ratio of desks to pupils, desk conditions, chart quality, building types, and the state of walls and floors, physical infrastructure	Nominal / Descriptive (Thematic Codes)	Observation Checklist / Field Notes	Qualitative
Qualitative Variable Two	SCDEs, and QUASO regarding school management and academic achievement	Narrative / Categorical (Thematic Patterns)	Semi-Structured Interview Guides	Qualitative

Source: Researcher, 2017

The study collected both quantitative and qualitative data as indicated in Table 4.3; therefore, different levels of measurement were applied based on the nature of the variables. Quantitative variables relating to Headteachers' management practices were

measured using Likert-scale items, which constitute ordinal data but were treated as interval-level data during analysis to enable computation of means, correlations, and regression (Field, 2018). The dependent variable, learners' academic performance, was measured at the ratio level using KCPE school mean scores obtained from school records. The moderating variables-years of experience were measured at ratio level, while academic qualification was measured at the ordinal level. Qualitative data collected through structured interviews and observation checklists were coded thematically and analyzed descriptively, in line with interpretive research standards (Creswell & Poth, 2018; Braun & Clarke, 2019).

4.6 Demographic Characteristics of Respondents

Demographic characteristics were collected to provide information regarding research participants. Demographic variables were therefore independent variables by definition which were not manipulated. In this study, demographic characteristics were categorical (gender, academic qualification) or continuous (for example age, experience). Demographic information described the study sample, and the variables were also explored for their moderating effect on the dependent variable (Hair et. al., 2010). The respondents' general information was examined in terms of gender, age, highest academic qualification, teaching experience and experience as a Headteacher.

4.6.1 Demographic Characteristics of Headteachers, Subject HOD's, TSC SCDE/ QUASO

Research has demonstrated that teacher demographic characteristics such as gender, age, academic qualifications, teaching experience, and leadership experience play a significant role in shaping school management practices and learners' academic achievement (Kimani, Kara, & Njagi, 2013; Darling-Hammond, Flook, Cook-Harvey & Barron, 2020). In this regard, the study examined the demographic characteristics of

Headteachers, Subject HODs, and TSC Sub-County Education officers/QUASOs to understand their distribution and potential influence on the management and academic performance variables. The results are presented in Table 4.4.

Table 4.4: Respondents Demographic Characteristics

Factor	Category	Headteachers		Subject HODS'		TSC Sub County Director/ QUASO		Total %
		F	%	F	%	F	%	
Gender	Male	24	75.0	73	58.9	2	100	66.26
	Female	8	25.0	51	41.1	1	0.0	37.74
	Total	**32**		**124**		**3**	**159**	**100.00**
Age	25-30 years	1	3.1	39	31.5	-	-	25.32
	31-35 years	5	15.6	41	33.1	-	-	29.12
	36-40 years	6	18.8	16	12.9	-	-	13.92
	41-45 years	10	31.3	12	9.7	-	-	13.92
	46 years and above	10	31.3	16	12.9	2	100.0	17.72
	Total	**32**		**124**		**2**	**158**	**100.00**
Highest academic qualification	Masters	1	3.1	3	2.4	1	50.0	3.16
	Degree	16	50.0	32	25.8	1	50.0	31.01
	Diploma	9	28.1	32	25.8	-	-	25.95
	P1	6	18.8	56	45.2	-	-	39.25
	Others		-	1	0.8	-	-	0.63
	Total	**32**		**124**		**2**	**158**	**100.00**
Teaching Experience	Up to 1 year		-	11	8.9	-	-	6.96
	2-6 years	2	6.3	45	36.3	-	-	29.75
	7-11 years	7	21.9	31	25.0	1	50.0	24.68
	12-16 years	6	18.8	14	11.3	-	-	12.66
	17 years and above	17	53.1	23	18.5	1	50.0	25.95
	Total	**32**		**124**		**2**	**158**	**100.00**
Experience as HT/ Subject HOD/ TSC SCD/ QUASO	Up to 1 year	3	9.4	18	14.5	1	50.0	13.92
	2-6 years	9	28.1	59	47.6	1	50.0	43.68
	7-11 years	10	31.3	28	22.6	-	-	24.05
	12-16 years	7	21.9	7	5.6	-	-	8.86
	17 years and above	3	9.4	12	9.7	-	-	9.49
	Total	**32**		**124**		**2**	**158**	**100.00**

Source: Researcher, 2017

From Table 4.4, the results indicate that a majority (99, 62.26%) of the respondents were male while (60, 37.74%) were female. This over-representation of males in leadership and supervisory roles suggests a gender imbalance in educational leadership within the County. Such patterns are common in pastoralist and semi-arid regions where cultural norms tend to assign leadership responsibility to males and limit female

participation in formal leadership roles (Alhammadi, 2019; Chege & Sifuna, 2020). Previous research has also shown that in many Kenyan rural settings, girls and women continue to face socio-cultural barriers that restrict their progression into educational leadership (Owuor, 2021).

Regarding age distribution, the majority (46, 29.12%) of respondents were between 31–35 years, followed by those aged 25–30 years (25.32%). This suggests that many teachers posted to schools in the region are early-career educators building professional experience. In contrast, 17.72% of the respondents were 46 years and above, indicating the presence of senior, more experienced educators in school leadership. Experienced educators are often better positioned to exercise sound judgment, model professional practice, and influence effective school management (Asio, Simbulan & Riego de Dios, 2021; Arop, Ayere & Wanjala, 2020).

The analysis of academic qualifications revealed that the largest proportion of respondents (39.25%) held P1 teacher training certificates, followed by those with Bachelor's Degrees (31.01%) and Diplomas (25.95%). While half (50%) of the Headteachers held a degree qualification, a notable proportion of Subject HODs (45.2%) remained at P1 level. This disparity may reflect limited opportunities for academic advancement, particularly in rural and remote areas, due to factors such as financial constraints, workload, and limited access to training institutions (Oduor, 2019; UNESCO, 2022).

In terms of teaching experience, most respondents (29.75%) had taught between 2–6 years, while 25.95% had 17 years or more of teaching experience. Notably, more than half (53.1%) of Headteachers had over 17 years of teaching experience. This suggests that school leadership roles in the region are generally occupied by individuals with

extensive classroom experience, a factor that research associates with improved instructional leadership and learner outcomes (Ayiro & Sang, 2017; Evans, Mendez & Acosta, 2021).

With regard to leadership experience, the majority (43.68%) of respondents had served in leadership positions for 2–6 years, followed by 24.05% with 7–11 years. This indicates that while many school leaders are relatively new in their roles, they may already possess sufficient exposure to school management practices. Leadership experience is known to enhance decision-making, teacher support systems, and implementation of academic improvement strategies (Araujo, Carneiro, Cruz-Aguayo & Schady, 2016).

The findings align with Kimani, Kara and Njagi (2013), who reported a significant relationship between teacher background characteristics and learners' academic performance, emphasizing the importance of teacher qualification and professional experience in influencing instructional quality and learning outcomes.

Overall, the demographic profile suggests that while schools are led by relatively experienced Headteachers, subject HODs are comparatively younger and less experienced, and leadership positions continue to be male-dominated. These demographic attributes can influence the implementation of Headteachers' management practices and consequently shape learners' academic achievement.

4.6.2 Effect of Demographic Characteristics of the Headteachers in Academic Programmes on Pupils' Academic Achievement in Public Primary Schools

Simple linear regression was employed to examine the effects of Headteachers' demographic characteristics (experience in Headship, teaching experience, and academic qualification) on pupils' academic achievement measured by KCPE mean

scores in public primary schools in West Pokot County, Kenya. The results are presented in Table 4.5.

Table 4.5: Model Summary of Demographic Characteristics of the Headteachers and Pupils' Academic Achievement

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
				R Square Change	F Change	df 1	df 2	Sig. F Change	
.337	.113	-.018	.31805	.113	.863	4	27	.499	1.595

a. Predictors: (Constant), Experience in Headship, Highest academic qualification, Teaching experience
b. Dependent Variable: KCPE Mean Scores

Source: Researcher, 2017

The regression results indicate that the demographic characteristics of Headteachers explain about 11.3% of the variance in learners' KCPE mean scores ($R^2 = 0.113$). This suggests that while experience in Headship, teaching experience, and academic qualifications contribute to academic performance, a large proportion (88.7%) of the variation in KCPE mean scores remains unexplained by these demographic factors alone and thus may be attributable to other variables.

Although the model suggests a positive relationship between demographic characteristics and learners' academic achievement, the effect was not statistically significant $F(4,27) = 0.863$, $p = 0.499$. This finding indicates that, in this sample, Headteachers' demographic characteristics alone do not strongly predict learners' KCPE performance.

The study further examined the contribution of each demographic characteristic of the Headteachers (experience in Headship, teaching experience, and academic qualifications) and if they had a statistically significant effect on learners' academic

performance in public primary schools in West Pokot County, Kenya. The standardized coefficients and unstandardized coefficients from the regression analysis are presented in Table 4.6.

Table 4.6: Standardized Coefficients of Headteachers Demographic Characteristics on KCPE Mean Scores of Schools

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	1.646	.291		5.661	.000	1.049	2.242
	Academic qualification	-.041	.071	-.110	-.581	.566	-.188	.105
	Teaching exp.	.038	.089	.122	.432	.669	-.144	.221
	Exp. as a Headteacher	.038	.054	.135	.701	.489	-.072	.148

Predictors: (Constant), Experience in Headship, Highest academic qualification, Teaching experience
Dependent Variable: KCPE Mean Scores

Source: Researcher, 2017

The regression results in Table 4.6 indicate that when the three demographic characteristics were considered simultaneously, they had a statistically significant positive effect on learners' KCPE mean scores ($\beta = 1.646$, $\rho < 0.05$). This suggests that the combined demographic profile of Headteachers can influence academic performance.

Individually, however, none of the variables were statistically significant predictors of learners' academic performance: academic qualifications ($\beta = -0.110$, $\rho > 0.05$), Headteachers teaching experience ($\beta = 0.122$, $\rho > 0.05$), experience in Headship ($\beta = 0.135$, $\rho > 0.05$). The negative coefficient for academic qualifications indicates a slight inverse relationship with KCPE mean scores, whereas teaching experience and experience in Headship had positive but non-significant effects. The unstandardized coefficients indicate that a one-unit increase in academic qualifications corresponds to a 0.041 decease (4.1%) in KCPE mean scores. A one-unit increase in teaching

experience or experience in Headship corresponds to a 0.038 increase (3.8%) in KCPE mean scores of schools.

The study examined the influence of Headteachers' demographic characteristics - specifically experience in Headship, teaching experience, and academic qualifications- on learners' academic qualifications, as measured by KCPE mean scores in public primary schools in West Pokot County, Kenya. The multiple linear regression analysis revealed that these demographic variables collectively explained 11.3% of the variance in KCPE mean scores ($R2 = 0.113$). This finding suggests that while the demographic profile of Headteachers contributes somewhat to academic outcomes, a substantial 88.7% of the variance in pupils' performance is explained by others factors, such as the management practices.

Although the model indicated a positive relationship between demographic characteristics and academic performance, the association was not statistically significant ($F (4,27) = 0.863$, $p = 0.499$). This implies that demographic characteristics alone do not strongly predict learners' KCPR results in the sampled schools. The results suggest that demographic factors may have indirect or moderated effects, potentially exerting influence through other variables such as leadership behaviour, teacher motivation, and school management practices.

When considered collectively, the demographic variables displayed a modest combined positive influence on pupils' performance ($\beta = 1.646$, $\rho < 0.05$). However, the individual predictors- academic qualification ($\beta = - 0.110$, $\rho > 0.05$) teaching experience ($\beta = 0.122$, $\rho > 0.05$), and experience in Headship ($\beta = 0.135$, $\rho > 0.05$)- were not statistically significant. The slight negative coefficient for academic qualification suggests that higher academic qualifications among Headteachers did not necessarily

translate into higher pupil performance, while teaching experience and experience in Headship showed small, positive but insignificant effects.

The unstandardized coefficients further indicated that a one-unit increase in academic qualification was associated with a 0.041 (4.1%) decrease in KCPE mean scores of schools, whereas a one-unit increase in teaching and experience in Headship corresponded to a 0.038 (3.8%) increase in KCPE mean scores of schools. This pattern underscores the limited direct influence of demographic characteristics on academic outcomes in the context of West Pokot County.

The findings suggest that while demographic characteristics are important indicators of professional background, they do not independently predict learners' academic success in the sampled schools. This outcome is consistent with studies suggesting that experience and qualification alone do not guarantee improved academic results unless translated into effective leadership and instructional management (Kariuki, Itegi, & Mutuma, 2024; Wanjala et al., 2022).

In contrast to earlier studies that established significant links between demographic variables and student outcomes (Thomas, 2008; Mageka & Ogochi, 2020; Aturupane, Glewwe, & Wisniewski, 2013), the current study's findings indicate a context-dependent relationship. The lack of significance in West Pokot County may stem from environmental and systemic challenges, such as limited resources, high pupil-ratios, and varying socio-economic conditions, which dilute the potential advantages conferred by experience or academic credentials (Chepng'eno et al., 2023; Ng'etich et al., 2021).

Moreover, the slight inverse relationship between academic qualification and performance may imply that formal academic advancement among Headteachers is not

always accompanied by improved managerial or pedagogical competence. This aligns with emerging evidence that leadership effectiveness and instructional supervision skills-rather than academic qualifications per se-are more critical for enhancing pupil learning outcomes (Bush, 2020; Hallinger et al., 2020; Sahlberg, 2021).

The modest positive relationship observed between experience in Headship and academic performance reinforces the notion that practical leadership experience enables Headteachers to navigate contextual challenges and apply strategic management techniques that enhance instructional outcomes. However, as the effect was statistically insignificant, this suggests that experience must be supported by professional development and managerial training to translate into meaningful school improvement (Kiprop & Bett, 2020; Wekesa & Simiyu, 2021).

Overall, the findings indicate that demographic attributes have limited direct impact but may exert indirect effects through the application of effective management practices, teacher supervision, and school culture. This underscores the importance of integrating demographic factors with leadership behaviour, institutional support, and teacher performance frameworks in explaining learner achievement (Kariuki et al., 2024; Chepng'eno et al., 2023).

These results, therefore, highlight the need for capacity building among Headteachers that goes beyond academic qualification to encompass instructional leadership, data-driven decision-making, and community engagement. In marginalized regions such as West Pokot County, where contextual constraints are acute, the ability of Headteachers to apply experience strategically is likely to be a stronger determinant of academic success than demographic characteristics alone.

4.7 Pupils Demographic Characteristics

This section presents the demographic characteristics of the learners who participated in the study from public primary schools across the four Sub- Counties of West Pokot County. A total of 192 learners (six per school) were purposively selected based on their academic performance to complete the learner's questionnaire. The analysis focused on learners' gender and age distributions, as summarized in Table 4.7.

Table 4.7: Pupils Demographic Profile

Factor	Category	Frequency	Percentage (%)
Gender	**Female**	104	54.2
	Male	88	45.8
Age	12 years	5	2.6
	13 years	22	11.5
	14 years	75	39.1
	15 years	50	26.0
	16 years	25	13.0
	17 years	11	5.7
	18 years	4	2.1
Total		**192**	

Source: Researcher, 2017

As shown in Table 4.7, the majority of the learners were female (104, 54.2%), while 88 pupils (45.8%) were male. This indicates a relatively balanced composition, with a slight predominance of female learners in the sampled public primary schools. The gender distribution suggests that female enrolment in upper primary classes within West Pokot County is comparable to that of males, reflecting progress toward gender parity in education following the implementation of the FPE policy in 2003.

Similar gender trends have been reported in other studies within Kenya and Sub-Saharan Africa, where FPE and gender mainstreaming policies have contributed to narrowing the enrolment gap between boys and girls (UNESCO, 2019; Republic of Kenya, 2021; Wambua & Onyango, 2020).

Regarding age, the majority of learners (75, 39.1%) were aged 14 years, followed by 50 (26.0%) aged 15 years, and 25 (13.0%) aged 16 years. A smaller proportion 22 (11.5%) were 13 years old, 5(2.6%) were 12 years old, while 11 (5.7%) and 4 (2.1%) were aged 17 and 18 years respectively.

The age distribution reveals that although most learners were within the expected age range for standard eight (13-14 years), a considerable proportion (46.8%) were over-age and (15years and above). This indicates that many learners joined school later than the official entry age or repeated one or more classes during schooling.

The presence of over-age learners can be attributed to several factors. The introduction of FPE in 2003 allowed children of all ages to access schooling without restriction, resulting in older children enrolling or re-entering the system at various grade levels. Additionally, socio-economic challenges, pastoralist lifestyles, and early responsibilities at home have been identified as contributors to late entry and grade repetition in arid and semi-arid regions such as West Pokot County (MOE, 2018; Oketch & Ngware, 2019; UNESCO, 2021).

According to the Education Policy and Data Center (EPDC, 2014), West Pokot County exhibits higher than national average rates of over-age enrolment and repetition, suggesting inefficiencies in grade progression. In a fully efficient education system, the average age difference between successive grades is expected to be one year; larger age differentials often point to repetition, while ones may reflect early or delayed entry (World Bank, 2018). The observed distribution in this study is therefore consistent with patterns of delayed progression and repetition, which may, in turn, affect learners' motivation and academic achievement.

Overall, the findings imply that demographic factors such as age and gender play a subtle but important role in shaping leaners' academic performance. Understanding these demographic dynamics is essential for designing equitable school management and instructional interventions aimed at improving performance outcomes among diverse learner groups in West Pokot County.

4.8 Public Primary Schools Profile

This section presents the distribution of the sampled public primary schools by school category across the four sub-counties of West Pokot County. The schools were categorized into five categories based on their operational structures: day mixed schools, boys' boarding schools, girls' boarding schools, day and boarding mixed schools, and boarding mixed schools, summarized in Table 4.8.

Table 4.8: The Number Public Primary Schools per School Category

Category of School	Frequency	(%)
Day Mixed School	17	53.1
Boys Boarding School	1	3.1
Girls Boarding School	2	6.3
Day and Boarding Mixed School	9	28.1
Boarding Mixed School	3	9.4
Total	**32**	**100.0**

Source: Researcher, 2017

As shown in Table 4.8, day mixed schools constituted the largest proportion of the sampled schools (53.1%). followed by day and boarding mixed schools at 28.1%, boarding mixed schools accounted for 9.4%, girls' boarding schools accounted for 6.3%, and boys' boarding schools were the least represented at 3.1% of the sample.

The dominance of day mixed schools in the County may be attributed to several socio-economic and policy related factors. First, the establishment and maintenance of boarding facilities require substantial financial and infrastructural investment-resources that many rural and semi-arid regions such as West Pokot often lack (Republic of Kenya, 2020; UNESCO, 2021). Consequently, local communities tend to favor day schools, which are less costly for the government and households.

Furthermore, the FPE policy, introduced in 2003, emphasized expanding universal access to basic education through establishment of day schools, particularly in underserved rural and marginalized areas (MOE, 2018; Oketch & Ngware, 2019). This policy shift encouraged the proliferation of day mixed schools, which accommodate both boys and girls from surrounding communities, enhancing inclusivity and accessibility.

Economic and cultural dynamics also influence school type distribution. In pastoralists and semi-arid regions such as West Pokot, household incomes are generally low, and parents often prefer sending their children to nearby day schools to reduce boarding related costs, such as accommodation, meals, and uniforms (Mukudi, 2016; Wambua & Onyango, 2020). Moreover, boarding schools are frequently established in more economically stable or mission-supported regions, limiting their prevalence in remote and resource constrained areas (World Bank, 2020; UNICEF, 2022

The high proportion of day mixed schools suggests that most learners attend school while living at home, which may influence learning conditions, attendance patterns, and overall academic performance, especially in areas characterized by long walking distances to schools, insecurity, or domestic labor demands before and after classes learners experiencing fatigue, irregular attendance, and limited study time- factors

known to affect academic outcomes negatively. In contrast, boarding schools often provide structured environments, closer teacher supervision, and more consistent learning routines, which may contribute to higher academic performance (Republic of Kenya, 2021; Ouma et al., 2022). Therefore, the predominance of day mixed schools in West Pokot County highlights the need for contextualized strategies to support learners' performance, such as school feeding programs, learner transport initiatives, and community-based monitoring of attendance.

4.9 Academic Performance of West Pokot County Public Primary Schools from the Year 2012- 2016

The academic performance of learners at the primary school level is widely regarded as a key measure of school effectiveness and educational quality. It also plays a significant role in determining leaners' opportunities for progression to secondary education and their future socio-economic outcomes (UNESCO, 2019; Ministry of Education, 2020). In Kenya, performance in the KCPE remains a central benchmark used to evaluate school outcomes and teacher accountability (KNEC, 2021). As such, consistent improvement in KCPE performance was viewed as essential for enhancing learner transition to higher levels of education and for promoting equitable educational opportunities (World Bank, 2018).

In this study, learners' academic performance in West Pokot County was assessed by analyzing school KCPE mean scores for a period of five years, from 2012-2016. Table 4.9 presents the categorization of school mean scores and their distribution for the respective years.

Table 4.9: KCPE Mean Scores of Schools for the Years 2012-2016

KCPE Mean Score	KCPE YEAR									
	2016		2015		2014		2013		2012	
	F	%	F	%	F	%	F	%	F	%
< 250	14	43.8	12	37.5	9	28.1	10	31.3	12	37.5
251-270	5	15.6	5	15.6	9	28.1	11	34.4	11	34.4
271-290	4	12.5	4	12.5	6	18.8	7	21.9	4	12.5
291-310	4	12.5	8	25.0	8	25.0	2	6.3	5	15.6
311-330	4	12.5	3	9.4	0	0	2	6.3	0	0
>331	1	3.1	0	0	0	0	0	0	0	0

Source: Researcher, 2017

The results in Table 4.9 indicate that a majority of the participating schools recorded mean scores below 250 marks throughout the five-year period. This indicates consistently low levels of academic performance among learners in public primary schools within the County. In 2012, 37.5% of schools attained a mean score below 250 marks and the proportion remained relatively high across the subsequent years, picking at 43.8% in 2016. This trend suggests persistent underperformance among a substantial proportion of the schools during the period under review.

Although slight improvements were observed in certain years, such as in 2014 where more schools attained mean scores in the 291-301 range, these gains were not sustained. Only one school recorded a mean score above 331 marks in 2016 (3.1%), indicating that high academic achievement remained limited to a small number of schools.

Overall, the results demonstrate that most schools performed below the national pass mark of 250, implying that many learners were not adequately prepared to transition to competitive secondary school options (Ministry of Education, 2020). This low performance aligns with research showing that schools in Arid and Semi-Arid Lands (ASALs) often face challenges such as limited educational resources, teacher shortages, long distances to school, irregular attendance, and socio-economic constraints, all of

which negatively affect learning outcomes (Ngware, Ciera, & Musyoka, 2019; Taneja, 2021).

In pastoralist communities such as West Pokot, cultural practices, seasonal migration patterns and household livelihood demands often influence participation and continuity in schooling (Dube, 2019; Aman & Chimombo, 2020). Consequently, learner transition to national secondary schools from these regions remains disproportionately low compared to other parts of the country (UNICEF, 2022).

The overall trend in KCPE performance therefore indicates systemic and sustained academic underachievement, highlighting the need for deliberate policy and school-level interventions to support improved teaching, learning conditions and learner progression in West Pokot County.

4.10 Testing for the Control Effects of the Study

Measuring of control effects was essential to ensure that the observed influence of Headteachers' management practices on learners' academic performance was not confounded by age and gender. The control variables were to allow the study to isolate the unique effect of management practices by accounting for background factors that could have independently affected the academic outcomes. This study applied multiple regression and moderation analysis to examine whether demographic characteristics (experience in Headship, academic qualifications, teaching experience) alter, strengthen, or weaken the relationship between management practices and academic performance (KCPE mean scores of schools). This was to enhance the validity and reliability of the study findings (Field, 2018; Aiken & West, 1991; Creswell & Creswell, 2018). Table 4.10 shows the results of the control variables.

Table 4.10: Control Effects of the Study

	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	**Std. Error**	**Beta**	**t**	**Sig.**	**Tolerance**	**VIF**
(Constant)	1.884	.232		8.113	.000		
Gender	-.170	.129	-.237	-1.317	.198	.929	1.076
Age	.057	.048	.213	1.185	.246	.929	1.076
Model Summary Statistics							
R	0.358						
R Square	0.128						
Adjusted R Square	0.068						
Std. Error of the Estimate	.30427						
F Change	2.136						
Sig.	0.136						

Dependent Variable: KCPE Mean Scores

Source: Researcher, 2017

Results in Table 4.10 shows that (R^2 = .128) which is 12.8% of the variation of the KCPE mean grade of schools was predicted by age and gender of the Headteachers. Their joint prediction (F = 2.136, P > 0.05) was not significant. None of each of the control variables significantly influenced the KCPE mean grade of the schools. Nonetheless, these were only control variables and needed not to be causal. Therefore, their coefficients generally did not have a causal interpretation.

4.11 Tests for Regression Assumptions

The Headteachers management practices and pupils' academic achievement items that were positively worded were first coded and entered into SPSS (version 22). The assumptions of regression analysis are essential to ensure that the results obtained were a true representative of the sample so as to obtain the results as possible (Hair et al., 2010). Data for these scales were consequently examined for normality, linearity, homoscedasticity, multi-collinearity and data independence assumptions requirements for multiple regression analysis which was the principal inferential statistics approach

(Tabachnick & Fidell, 2013). After meeting the key assumptions of the study, the existing sample data was used to test hypotheses.

4.11.1 Linearity Test for the Variables

Linearity is the assumption that a straight-line relationship exists between two variables and aims to determine the relationship between independent variables and the dependent variable (Tabachnick & Fidell, 2013). Testing for linearity was deemed necessary since linearity is an assumption of regression which must be satisfied. The linearity test for the variables is presented in Appendix IX.

When testing for linearity for the variables, if the value of significance of deviation from linearity is > 0.05, then the relationship between the independent variables and the dependent variable is linear. Based on the ANOVA output Table 4.16, the value of significance of deviation from linearity for all the independent variables is > 0.05. This means that there is a linear relationship between the schools KCPE mean grade and the independent variables planning, organizing, staffing, directing, controlling Headteachers management practices, age, academic qualification, teaching experience and experience as a Headteacher.

4.11.2 Normality Test for the Variables

Normality of variables was tested for the quantitative variables in the Headteachers questionnaire. Lack of a normal distribution in the variables is noted to degrade the solution arrived at (Tabachnick & Fidell, 2013). The intention of executing normality tests on the data was to ascertain that the distribution of the data assumes a symmetric bell-shaped curve. Data that is to be subjected to regression analysis must be normally distributed so as to ensure that the prediction of value Y (dependent variable) is distributed in a way that approaches the normal curve (Ghasemi & Zahediasi, 2012). Table 4.11 shows result of the normality test for the variables

Table 4.11: Testing for Assumption of Normality (Hypothesis Test Summary)

Sno.	Null Hypotheses	Test	Sig.	Decision
1	The distribution of KCPE is normal with mean 1.97 and standard deviation 0.32	One-Sample Kolmogorov-Smirnov Test	**.957**	Retain the null hypothesis
2	The distribution of Headteachers planning management practices is normal with mean 1.98 and standard deviation 0.69	One-Sample Kolmogorov-Smirnov Test	**.284**	Retain the null hypothesis
3	The distribution of Headteachers organizing management practices is normal with mean 1.85 and standard deviation 0.77	One-Sample Kolmogorov-Smirnov Test	**.209**	Retain the null hypothesis
4	The distribution of Headteachers staffing management practices is normal with mean 1.99 and standard deviation 0.47	One-Sample Kolmogorov-Smirnov Test	**.917**	Retain the null hypothesis
5	The distribution of Headteachers directing management practices is normal with mean 1.95 and standard deviation 0.93	One-Sample Kolmogorov-Smirnov Test	**.226**	Retain the null hypothesis
6	The distribution of Headteachers controlling management practices is normal with mean 1.96 and standard deviation 0.77	One-Sample Kolmogorov-Smirnov Test	**.842**	Retain the null hypothesis

Asymptotic significance is displayed. The significance level is 0.05

Source: Researcher, 2017

The assumptions for normality were examined at both univariate and multivariate levels (that is, the distribution of the scores within a combination of two or more items). Kolmogorov-Smirnov and Skewness and Kurtosis tests were used to identify the distribution of items in the study utilized for calculating each variable. Nevertheless, normality could be detected by looking at the ρ- value (significant value) of Kolmogorov-Smirnov test. The results of the Kolmogorov-Smirnov test will be satisfactory and determined normal if the significance levels exceed .05 and we fail to reject the null hypotheses that the distributions are normal. Results in Table 4.17 of the Kolmogorov-Smirnov test shows that the significance values exceeded .05 and therefore the null hypotheses were retained which means that the distributions were normal and therefore the normality assumption was confirmed.

4.11.3 Skewness and Kurtosis of Variables

Skewness and Kurtosis which are two common statistics were also used to measure normality. Skewness is a measure the symmetry of a given distribution, in which case, the mean of the distribution does not lie at the centre of the distribution. On the contrary, Kurtosis is a measure of how peaked a distribution is; literature reveals that a distribution is either Leptokurtic, in which case it is too peaked or platykurtic in which case it is too flat (Tabachnick & Fidell, 2013). Lack of normality may therefore occur if some of the variables elicit positive skewness while the others elicit negative skewness. Similarly, non-normality could be a result of leptokurtic and platykurtic distributions. Table 4.12 shows the normality test scores of the study.

Table 4.12: Normality Test Scores

Variables	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
1. KCPE mean grade	.438	.414	-.446	.809
2. Planning management practices	.605	.414	-.740	.809
3. Organizing management practices	.689	.414	-.862	.809
4. Staffing management practices	.085	.414	-.405	.809
5. Directing management practices	.741	.414	-.782	.809
6.Controlling management practices	.688	.414	-.780	.809

Source: Researcher, 2017

Normality was examined in the distributions of Headteachers management practices and pupils' academic achievement constructs. Response scores for items measuring these variables were first summed and then averaged to represent each of the variables. Normality was screened because it is reported to be an important early step that ought to be conducted in every multivariate analysis for which the goal is inference as in the present study (Tabachnick & Fidell, 2013). Under this test, values of Skewness and Kurtosis within the interval $[-2,+2]$ as suggested by Gravetter and Wallnau (2014)

were considered to reflect normal distributions. Results shown in Table 4.18 show that, the distributions of responses to the five Headteachers management practices constructs and pupils' academic achievement, were all normally distributed, since the values of Skewness and Kurtosis were within the interval (-2, +2).

4.11.4 Multi-collinearity Test for the Variables

Multi-collinearity is identified as a situation where independent variables or predictors are highly correlated among themselves (Vatcheva, Lee, McCormick, & Rahbar (2016). In such a situation, the regression model includes many factors that correlated with not only the dependent variable but also among themselves. Vatcheva et al (2016) contend that multi-collinearity can lead to standard errors being unstable and biased; this may as a consequence result in interpretations that may be unrealistic and untenable. Moreover, in the presence of multi-collinearity, it may not be practically possible to assume the interpretation of the regression coefficient as being attributed to one variable while holding others constant because of the information that could be overlapping. Table 4.13 shows the collinearity diagnostics.

Table 4.13: Collinearity Diagnostics

Variability	Collinearity Statistics					
	Headteachers		Subject HOD'S		Pupils	
	Tolerance	VIF	Tolerance	VIF	Tolerance	VIF
Planning	.151	6.637	.885	1.130	.697	1.434
Organizing	.131	7.640	.904	1.106		
Staffing	.552	1.812	.892	1.121		
Directing	.407	2.460	.927	1.078		
Controlling	.384	2.602	.924	1.082	.697	1.434
Gender	.591	1.693	.911	1.097		
Age	.408	2.450	.247	4.046		
Academic Qualification	.617	1.622	.855	1.169		
Teaching Experience	.361	2.769	.209	4.806		
Experience as HT/ S.HOD	.726	1.378	.352	2.839		

a. Dependent Variable: KCPE Mean Scores

Source: Researcher, 2017

To test for multi-collinearity, the Variance Inflation Factor (VIF) was used to assess the increase in the variance of an estimated regression coefficient when there is correlation among the predictors (Tabachnick & Fidell, 2013). The cut-off points for determining multi-collinearity are a tolerance value of more than 0.10. The threshold for rejecting existence of multi-collinearity was therefore set at a maximum VIF value of "10" (Ringle et al., 2015). Results presented in Table 4.19 show that all the VIF values were below the threshold value of 10 and a tolerance value of more than 0.10 indicating that multi-collinearity was not an issue in the present study.

4.11.5 Homoscedasticity Test for the Variables

Homoscedasticity applies to multiple regressions (Tabachnick & Fidell, 2013), assumes uniform variability in scores for the dependent variable (KCPE mean grades) in relation to the independent variables (Headteachers management practices and demographic characteristics of Headteachers/subject HOD's). Homoscedasticity which is an assumption of linear regression states that the error of variance does not substantially change with the values of the predictors (Hair et al., 2010). It is assumed when residuals are scattered randomly around the horizontal line through zero (Norusis, 1999). Table 4.14 shows the test of homogeneity of variance.

Table 4.14: Test of Homogeneity of Variance

	Headteachers				Subject HOD's			
Predictors	**Levene Statistic**	**Df 1**	**Df2**	**Sig.**	**Levene Statistic**	**Df1**	**Df2**	**Sig.**
Planning practices	2.204	7	14	.099	.984	18	103	.484
Organizing practices	1.737	7	14	.180	.765	12	109	.685
Staffing practices	1.300	7	13	.324	1.175	15	100	.304
Directing practices	2.197	9	16	.081	.845	16	103	.632
Controlling practices	2.345	7	14	.096	1.679	13	107	.076

DV- KCPE Mean Score

Source: Researcher, 2017

The Levene's statistic for equality of variances was used to test for the assumption of homoscedasticity. Violation of homoscedasticity of variance is confirmed if the Levene's test statistic is found to be significant (alpha level of 0.05). Results in Table 4.14 shows the test of homogeneity of variance. Under this test, the assumption was that the variance of pupils' academic achievement was equal across groups defined by Headteachers management practices and determinants of pupils' academic achievement.

Results shown in Table 4.17 indicate that at 5% level of significance, none of the Levene statistic for Headteachers management practices and demographic characteristics of Headteachers and subject HOD's determinants was significant (all probabilities associated with Levene Statistic were above the significance level). This indicates that homoscedasticity requirement was not violated.

4.11.6 Data Independence (Autocorrelation)

Autocorrelation is a measure of correlation among regression residuals. Occasionally, the assumption of independence of errors is violated when factors such as time and distance are associated with the order in which cases are taken (Tabachnick and Fidell, 2013). The respondents interviewed first may vary in response with those interviewed later because of the inexperience the researcher may have with the questionnaire.

Independence of errors was therefore tested using the Durbin-Watson statistic which is regarded as a measure of autocorrelation of errors when the order of cases is factored (Tabachnick & Fidell, 2013). Under this test, the test statistic can vary between 0 and 4, with a value of 2 meaning that the residuals are uncorrelated. A value greater than 2 indicates negative correlation between adjacent residuals, whereas a value below 2 indicates a positive correlation (Field, 2013). Further, under this test, the critical values of $1.5 < d < 2.5$ were also used to examine presence of autocorrelation (Garson, 2012).

Consequently, a Durbin-Watson statistic lying within the two critical values was deemed to signify lack of first order linear auto-correlation in our multiple linear regression data (Fox, 2016). Table 4.15 shows the Durbin- Watson Test for Data Independence.

Table 4.15: Durbin- Watson Test for Data Independence

	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
Headteachers	.977	.954	.946	.07351	1.994
Subject HOD's	.994	.987	.987	.02794	1.225
Pupils	.983	.967	.967	.05406	1.389
Demographic HT	.425	.180	.023	.31162	1.471
Demographic HOD's	.215	.046	.005	.24302	1.006

Source: Researcher, 2017

Results presented in Table 4.15 shows that the Durbin-Watson statistic for the variables of Headteachers was between the two critical values and hence there was no first order linear auto-correlation in our multiple linear regression data. The results on Durbin-Watson statistic for the variables of subject HOD's, pupils, Demographic characteristics of Headteachers and subject HOD's test statistic varied between 0 and 4 and had values below 2 which indicated a positive correlation.

4.12 Objective 1: Evaluate the Effect of Headteachers' Planning Management Practices in Academic Programmes and Pupils Academic Achievement

The first objective of the study was to evaluate the effect of Headteachers planning management practices in academic Programmes on pupils' academic achievement in West Pokot County, Kenya. The Headteachers planning management practices were presented under planning of academic meetings in schools, planning of welfare programmes of pupils and planning management practices as indicated by

Headteachers, subject HOD's and Pupils. Subject HOD's and pupils were used to verify the findings of Headteachers and therefore answered a similar set of questions on the various sections. The null hypothesis stated that there is no statistically significant effect between Headteachers' planning management practices in academic programmes and learners' academic performance in public primary schools in West Pokot County, Kenya.

4.12.1 Univariate Statistics

4.12.1.1 Planning of Academic Meetings by Headteachers in Schools

This section entails results on planning management practices and frequency of academic meetings by Headteachers in schools. Subject HOD's and pupils were used to collaborate the findings of Headteachers and therefore answered a similar set of questions on the various sections as indicated in Table 4.16.

Table 4.16: Planning of Academic Meetings by Headteachers in Schools

Type of Meeting	Frequency of Meetings (%)			
	No. of Times	HT	HOD's	Pupils
Staff Meetings	2 times	50	32.3	70
Staff Briefs	Over 3 times	50.1	51	48.8
Class Academic Meetings	1 & 2 times	56.25	31.5	48.1
Heads of Departments Meetings	2 &sometime	68	63	43.8
Parents Academic Meetings	1	56.3	48.4	52.5
Prefects Meetings	1	53.1	33.1	43.1
School Management Committee Meetings	2 & always	56.3	44	45
Annual General Meetings	1 & always	87.5	68	41.9
Subject Meetings	2 & always	37.5	30.6	40.6

Source: Researcher, 2017

Results in Table 4.16 indicate the majority 28 Headteachers (87.5%), of the public primary schools' plan for all the academic meetings. This means that the staff meetings were held at the beginning and end of every term. Planning and holding of meetings

was for setting school targets and giving guidance of school activities, compare the goals set by teachers and students at the beginning of the term and their end of term performance to identify causes of failure of attaining the said set targets.

Secondly, the results of the majority 16 Headteachers (50.1%), 62 Subject HOD's (50.0%) and pupils (48.8%) on staff briefs indicated that the Headteachers planned and held staff briefs more than three times in the term. This means that the Headteachers had knowledge on the importance of holding staff briefs to track on the performance of teachers and pupils to ensure all activities are done as per the terms plan. This could also indicate they use these meetings to remind teachers of their core business in the school, clarify or give information to teachers pertaining matters of education in the school and ensuring they remain focused for improved pupils' academic achievement and better mean grades for the schools.

Consequently, the results Headteachers (37.5%), HOD's (30.6%) pupils (40.6%) on subject meetings indicated the meetings being held at most twice in a term. This means that most school HOD's did not think these meetings were important in terms of improving pupils' performance a reason for low grades yet the frequency of these meetings could have an impact on the academic achievement of pupils especially if they discuss on how to improve their respective subject means scores. These meetings could be used to ensure that teachers are working towards realization of departmental subject targets for pupils as well as teachers.

Results of the majority 17 Headteachers (53.1%), HOD's (33.1%) and pupils (43.1%) planned and held the meetings once in a term, these meetings could be important when involving teachers and pupils to identify ways of improving discipline in the school. Pupils in schools were aware that the prefects are involved in assisting the teachers in

maintenance of discipline and ensuring the school environment is conducive for teaching and learning (Asio, 2018; 2019).

Further, majority Headteachers (56.25%), HOD's (31.5%) and pupils (48.1%) indicated that their schools held class academic meetings This means that both the Headteachers and parents view academic meetings not necessary and this could be one of the reasons that accounts for the few numbers of quality grades in majority of the schools. However, from the open-ended questions, the majority 15 Headteachers (46.8%) indicated none attendance of these meetings by parents. This means that the non- participation of class academic meetings by parents could also contribute to the low grades by pupils as pupils will not take their studies seriously if parents were not involved in their education. The findings of a study conducted in public primary schools in Mathioya sub-County revealed that involvement of parents has a positive effect on academic performance of pupils (Ndirangu, 2015).

Parents' academic meetings are important in involving parents on the academic performance of the pupils. The meetings can also be used clarifying the school vision and mission to teachers, pupils and parents. This was reinforced by the Headteachers who indicated that, *"majority of parents do not attend school meetings due to distances to schools and not seeing the value of education. Pastoralism and poverty have also contributed to non attendance of meetings".* This had a negative impact on the academic achievement of pupils in KCPE. The involvement of parents in the academic work of their pupils necessitates accountability and seriousness on the part of the parents, pupils and the teachers in terms of discipline, academic achievement of the pupils and the overall mean grade of the school. Further, the positive effects will be following up on pupils' performance, motivation by parents, parent ownership of the academic process and the school, parents appreciating importance of education, parents

contributing towards the school improvement and improved teachers-parents' relationship (Ndirangu, 2015).

The results by the majority 28 Headteachers (87.5%), HOD's (68%) and pupils (41.9%) indicated that annual general meetings are mostly held once a year where decisions pertaining to school matters are discussed with parents and especially academic performance of pupils. It is a requirement that every school should hold the annual general meeting once in a year. This means that the school management committee discusses issues on various activities which are geared towards academic performance of the pupils.

4.13.1.2 Planning of Welfare Programmes of Pupils by Headteachers in Schools

This section entails results on planning of welfare programmes of pupils by the Headteachers in their schools. Subject HOD's and pupils were to verify the findings of Headteachers and therefore answered a similar set of questions on the various sections as indicated in Table 4.17.

Table 4.17: Planning of Welfare Programmes for Pupils by Headteachers in Schools

Welfare Programmes	Frequency of Planning					
	HT		HOD's		Pupils	
	(%)	Freq.	(%)	Freq.	(%)	Freq.
Health Programmes	65.6	21	62.9	78	40	64
Provision of Sanitary Towels	59.4	19	66.1	82	35.6	57
Life Skills	68.8	22	65.3	81	41.3	66
Meals for Pupils in School	59.4	19	55.6	69	47.5	76
Cultural and Drama Festivals	34.4	11	51.6	64	36.3	58
Pastoral Programmes	84.4	27	75.8	94	47.5	76
Academic Trips	62.5	20	46.8	58	53.8	86
Sporting Activities	81.3	26	76.6	95	36.2	58
Guidance and Counselling	65.6	21	60.6	75	48.8	78

Source: Researcher, 2017

The results of the majority 21 Headteachers (65.6%), HOD's (62.9%) and Pupils (40%) indicated that their schools planned and implemented health programmes. Results from the pupils showed that the Headteachers do not see the need for these programmes and only a waste of time and concentration is on the examinable subjects only. Therefore, these programmes may not be put on the time table and are only undertaken as need arises. However, the health of pupils is an important factor in the academic performance of pupils (Aturapane, et. al., 2013b).

Further, the results of the majority Headteachers (59.4%), HOD's (62.9%) and pupils (40%) indicated that there was provision of sanitary towels however, some Headteachers (25.0%) did not provide sanitary towels for girls. The results of the interview by the Headteachers (18.8%) indicated to not receiving sanitary towels always 26 Headteachers (81.2%) indicated not receiving sanitary towels at all. This explains the reasons for none provision of sanitary towels to girls. These findings were reported by Headteachers who indicated that *"most schools depend on donations for provision of sanitary towels to the girls from organizations, individuals, church and the government. These donations have not been consistent or very few are provided and cannot cater for all the girls in the schools".* These results indicate one of the reasons for absenteeism and decrease in the number of female pupils in the upper classes in some days of the month, dropouts and low academic achievement in most public primary schools.

The results of 22 Headteachers (68.8%), HOD'S (65.3) and pupils (41.3) indicated there was planning and implementation of life skills programmes in their schools. This means that the provision of life skills in schools depends on the Headteacher and in some schools this is planned by the guidance and counselling department if the Headteacher works with members of this department. These meetings are occasionally planned.

Further, the majority 19 headteachers (59.4%), HOD's (55.6%) and pupils (47.5%) indicated that their schools planned and provided meals to pupils in school (school feeding programme) however, 10 Headteachers (31.3%) indicated not planning nor providing meals for pupils in their schools. All the Headteachers indicated that*: "the schools provide meals at lunch time only if the government and well wishers of the schools bring supplies of food. In other cases, those pupils whose parents paid for the lunch programme were also provided with food, otherwise some parents did not pay due to poverty and while others did not understand why with FPE they should pay for food. The government provides some beans and maize which is not enough to last the pupils for a term and when these donations are depleted the population of pupils in schools reduces. This food is a motivator of attendance of pupils to school and when they miss school it affects their academic performance."*

This could be one of the reasons for low pupil population in some schools at certain times of the year and drop outs experienced in some parts of the County. About the feeding programmes in West Pokot County public primary schools, QUASO and TSC sub county director of education indicated that *"to improve attendance and performance in most public primary schools the government should support school feeding programme throughout the year by providing enough food to last the year"*.

The cultural and drama festivals are part of the co-curricular activities and are very important in nurturing of pupils' talents. Therefore, 11 Headteachers (34.4%), HOD's (51.6%) and pupils (36.3%) indicated that their Headteachers planned and participated in cultural and drama festivals and the majority of the Headteachers (43.8%) indicated not to participate in these activities. These activities depend on the willingness of the Headteachers to initiate this activity, availability of teacher trainers and funds for participation.

Further, results on pastoral programmes by the majority 27 headteachers (84.4%), HOD's (75.8%) and pupils (47.5%) indicated planning and implementation of pastoral programmes in most of the schools. Pastoral programmes are seen as education which is meant to shape the pupils' behaviour and also build responsible citizens and members of the community. The researcher was able to determine that this activity was not compulsory and was only carried out if there was a volunteer teacher(s) to conduct the pastoral programmes.

The results on academic trips 20 Headteachers (62.5%), HOD's (46.8%) and pupils (53.8%) indicated pupils going for academic trips. This means that these schools expose the pupils to different environment within the country and also for the learners to have different geographical experiences apart from what they learn in class. The reasons for those who do not take their pupils for trips could be the non- availability of transport for trips, funds and logistics for travelling and planning for the trips. The remoteness and distance of the location of the school also contributed to not planning of academic trips by most of the Headteachers.

The majority 26 Headteachers (81.3%), HOD's (76.6%) and pupils (36.2%) indicated participating in sporting activities. The pupils in public primary schools participate in various sporting activities every school year and compete in various disciplines with other primary schools in the country. The majority participate in this activity because there is provision of funds to schools (activity fees) which enables the Headteachers to take pupils for the sporting activities and availability of teachers to train them.

The majority 21 Headteachers (65.6%), HOD's (60.6%) and pupils (48.8%) indicated availability of guidance and counselling services for pupils in their schools. Guidance and counselling are an important department in schools as a substitute to corporal punishment. It is also used to help pupils who have various issues they encounter as

they learn in school. This means that Headteachers were concerned about the welfare of pupils in terms of moulding their character, solving different emotional issues, encouraging the pupils and improving their discipline which has an impact on their academic performance. Teachers who have knowledge and trained in guidance and counselling are entrusted with the responsibilities of this department.

4.13.1.3 Headteachers Planning Management Practices in Schools

This section entails of the general Headteachers planning practices in academic programmes at the beginning of term in public primary schools. Subject HOD's and pupils were used to verify the findings of Headteachers and therefore answered a similar set of questions on the various sections. Results are presented in Tables 4.18.

Table 4.18: Headteachers Planning Management Practices in Schools

Statement	Responses			
	HT		HOD's	
	Freq.	%	Freq.	%
The timetable is planned to accommodate all the academic programmes of the school	27	84.4	103	83.1
The teaching and learning resources for all subjects are planned for every beginning of the term to ensure proper teaching and learning takes place	23	71.9	88	71.0
Motivation of teachers and pupils for good performance is planned for every term and year	18	56.3	65	52.4
Teaching and subject allocation is planned for every beginning of year in terms of ability and qualifications of teachers	25	78.1	107	86.3
There is proper planning for staffing in the various subject areas in the school	22	68.8	82	66.1
Planning of staff development is done every year to improve teaching skills and management in the various subject areas	17	53.1	76	61.3
There is a proper plan for cleaning of the school to ensure proper environment management for teaching and learning	25	78.1	95	76.6
There is planning for maintenance of school infrastructure every beginning of year and term	22	68.8	79	63.7
There is planning for internal and external examinations for pupils, setting, moderation, supervision and marking of all exams, remedial work and monitored homework	24	75.0	91	73.4

Source: Researcher, 2017

Results in Table 4.18 revealed by Headteachers (84.4%) and HOD's (83.1%) that all the primary schools' timetables were planned to accommodate all the academic programmes of the school. This means that the timetable was prepared to accommodate academic and extra- curricular programmes. However, the academic programmes took most of the time of the school timetable and those that were not academic oriented were only considered when need arose. Therefore, interruptions on the timetable were only done when there was need for time for non-academic activities at particular times. This implies that concentration on time table making was more on academics. However, the KCPE mean scores of the public primary schools in West Pokot County, Kenya continued being low.

Further, the results by (Headteachers (71.9%), HOD's (71.0%) indicate that planning of teaching and learning resources at the beginning of every term to ensure proper teaching and learning in their schools is done. This means that planning of resources is done if the funds were available. From the observation guide of the primary schools in the County, the majority of the schools had inadequate specific teaching and learning materials which has had a negative impact on pupils' academic achievement in West Pokot County public primary schools as seen from the results in Table 4.9.

The majority 103 HOD'S (83.1%) indicated in the open-ended questions that after planning for the teaching and learning resources, procurement of the teaching and learning resources depended on the availability of finances which most of the times were limited. Primary schools in the country receive books from the government and schools no longer get funds for these resources which have posed a challenge in provision of what the government does not provide.

These findings are supported by Ndirangu (2015), who reports that lack of syllabus guide books limits the teachers' ability to prepare adequately and teach within the

syllabus, lack of adequate text books limits the ability of pupils to finish their homework thus compromising their academic achievements and lack of teaching/learning aids materials results in teacher-centered learning reducing pupils to passive learners while inadequate classrooms and desks presents a challenging learning environment.

Consequently, results by Headteachers (56.3%) and HOD's (52.4%) indicated that planning for motivation of teachers and pupils every term and year for good performance was done at the beginning of the term and year. This means that the parents of these schools support the Headteachers of these schools with funds for this activity. On teachers' motivation the TSC Sub County director of education indicated that: "*Headteachers of schools need to motivate learners and teachers to improve their morale in learning and teaching respectively. Head teachers have been encouraged to motivate teachers through recommending well performing teachers for promotion and occasional tours".* However, the Headteachers indicated that: *"many teachers have stalled on the same job group which has made them to have low morale owing to the nature of the areas hardship and majority seek for transfers to other areas which has led to inadequate teachers in most schools. This has contributed to low academic achievement of pupils at KCPE in most schools".*

Results by Headteachers (68.8%), HOD's (66.1%) indicated that in most schools proper planning of the teaching staff in the various subject areas was done. Further, Headteachers (78.1%), HOD's (86.3%) indicated to planning for teaching and subject allocation was done by majority schools every beginning of the year in terms of ability and qualifications of teachers in various subject areas. This means that Headteachers considered the abilities of the teachers in terms of delivery of the content in the various subjects. Sometimes, the Headteachers whose schools experienced shortage of teachers had a challenge in planning for teaching in the various subject areas in their schools.

On the staffing of teachers in West Pokot County public primary schools the QUASO and TSC Sub County director of education indicated that: "*understaffing is a major problem in most of the public primary schools in West Pokot County public primary schools". This is one of the major reasons that has affected pupils' academic achievement and the schools' mean scores of public primary schools in West Pokot County".*

The findings (53.1%), HOD's (61.3%) by Headteachers on staff development for the improvement of teaching skills and management in the various subject areas showed that planning was done every year in some of the schools. However, opportunities for staff development depended on the availability of these courses from the Ministry of Education and teachers. This means that in some schools, teachers only attend if they were sponsored by their respective schools or the government. On the other hand, as indicated by the number of teachers with higher qualifications other than the P1 certificate it could mean that some of the Headteachers informed and encouraged their teachers to attend professional development courses by sponsoring themselves.

Results by Headteachers (68.8%) and HOD's (63.7%) indicated that schools planned for maintenance of school infrastructure every beginning of the year and term which included maintenance of classrooms, toilets for staff and pupils and any other facility used in the school. However, maintenance of school infrastructure was done subject to availability of funds. However, from the observation guide results (78%) of the schools had potholed floors of classrooms, staffrooms and offices with broken windows. In other schools the classrooms were semi-permanent and the floor were not cemented with a lot of dust. These classrooms paused a health challenge to the pupils. Further, majority of the schools did not have enough desks for learners and the available desks were not in good condition. Some pupils sat on the floor or improvised building blocks

and stones as their sits and their laps as desks. Some schools also had broken window panes and classrooms with no doors. It was noted by the researcher that change in weather patterns, rain, windy days and even heat had an affected on the learners making teaching and learning uncomfortable.

Further, results by Headteachers (78.1%) and HOD's (76.6%) indicated that the schools had clean and safe environment which was ideal for teaching and learning. This means that there was planning for proper cleaning of the schools to ensure proper environmental management for teaching and learning. Results by Headteachers (75.0%) and HOD's (73.4%) on exams and classroom work for pupils indicated there was planning for internal and external examinations for pupils, setting, moderation, supervision and marking of all exams, remedial work and monitored homework.

On setting and or sourcing of exams for pupils in West Pokot County public primary schools all the Headteachers indicated that, *"exams which have the questions and marking schemes in sets for all classes are normally bought from recognized bodies and persons known to the schools. The teachers of the schools do not moderate the exams before giving them to pupils".* This means that the buying of exams had not had an impact on the pupils' academic achievement as seen from the results in Table 4.9 since these exams may not reflect on the abilities of pupils and syllabus coverage.

4.12.2 Bivariate Statistics

Correlation analysis was conducted to determine the strength and direction of the relationships between Headteachers' management practices and learners' academic performance in public primary schools. The Pearson Product-Moment Correlation Coefficient (r) was used to assess the linear relationships among the study variables.

According to Saunders, Lewis, & Thornhill (2003), correlation values range between -1 and +1, where +1 indicates a perfect positive relationship, -1 indicates a perfect negative relationship, and 0 signifies no relationship. Coefficients between 0.9-1.0 denote very high, 0.7-0.7 denotes high, 0.5-0.7 moderate, 0.3-0.5 low, and below 0.3 very low correlation strength. As noted by Crossman (2013), correlation implies association rather than causation.

This analysis was essential for establishing whether significant relationships existed among the independent variables (Headteachers management practices) and dependent variable (KCPE mean scores) before conducting regression analysis as recommended by Tabachnick & Fidell (2013).

The correlation analysis for Headteachers (Appendix VIII – Table 1) revealed planning had a moderate positively significant correlation ($r = 0.630$, $p < 0.01$) with KCPE mean scores. Gender had a weak negative significant correlation with planning ($r = - 0.375$, $p < 0.05$). Planning had a very strong significant correlation ($r = 0.899$, $p <0.01$) with organizing practices, a weak positive significant correlation with directing ($r = 0.402$, $p < 0.05$), a moderate positive significant correlation ($r = 0.535$, $p < 0.05$) with controlling practices, and a very weak negative significant correlation with gender ($r = - 0.375$, $p < 0.05$).

The correlation analysis for Subject HODs (Appendix VIII – Table 2) revealed planning had a moderate positive and significant correlation ($r = 0.529$, $p < 0.01$) with KCPE mean scores. Gender had a weak negative non-significant correlation with planning ($r = - 0.042$, $p > 0.05$), and a positive weak non-significant correlation ($r = 0.060$, $p > 0.05$) with KCPE means scores.

The correlation analysis for learners (Appendix VIII – Table 3) revealed planning had a very strong positive and significant correlation for learners ($r = 0.904$, $p < 0.01$) with KCPE mean scores. Experience in Headship had a weak negative significant correlation with planning ($r = - 0.410$, $p < 0.05$), and a negative very weak significant correlation ($r = - 0.358$, $p < 0.05$) with KCPE means scores.

4.12.3 Multivariate Statistics

4.12.3.1 Effect of Headteachers Planning Management Practices in Academic Programmes on Pupils Academic Achievement

Multiple linear regression was used to determine the effects of Headteachers planning management practices in academic programmes on pupils' academic achievement (KCPE mean scores) in public primary schools in West Pokot County, Kenya. Subject HOD's and pupils' results were to verify the findings of Headteachers. The results are presented in Table 4.19.

Table 4.19: Model Summary of Headteachers Planning Management Practices in Academic Programmes and Pupils Academic Achievement

						ANOVA	
	Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**	**F**	**Sig.**
Headteachers	**1**	.956	.914	.898	.10091	55.301	.000
	Planning	.630	.397	.377	.24881	19.760	.000
Subject HOD's	**2**	.994	.987	.987	.02794	1832.44	.000
	Planning	.529	.280	.274	.20762	47.034	.000
Pupils	**3**	.983	.967	.967	.05406	2314.13	.000
	Planning	.904	.818	.817	.12698	709.17	.000

a. Dependent Variable: KCPE Mean Scores
b. Planning

Source: Researcher, 2017

The results $R^2 = 0.397$ which is equivalent to 39.7% for Headteachers, $R^2 = 0.280$ which is equivalent to 28.0% for Subject HOD's and $R^2 = 0.818$ which is equivalent to 81.8%

for pupils could be accounted for by the Headteachers planning management practices in academic programmes. This means that all the three (planning of welfare meetings, planning of school academic meetings and planning of academic programmes activities) could be accounted for by $R^2 = 0.397$ for Headteachers, $R^2 = 0.280$ for Subject HOD's and $R^2 = 0.818$ for pupils which is equivalent to 39.7%, 28.0% and 81.8% respectively and were in a position to represent 39.7% for Headteachers, 28.0% for subject HOD's and 81.8% for pupils (planning of welfare and school academic meetings) and were basically accounted for by all the planning function in academic programmes activities in terms of the KCPE mean scores for the schools. This means that 60.3% for Headteachers, 72% for subject HOD's and 18.2% for pupils of the variation of the KCPE mean scores cannot be explained by Headteachers planning management practices in academic programmes alone. Therefore, there must be other variables that have an influence also.

Multiple linear regression was used to predict the value of the independent variable (Headteachers planning management practices) on the dependent variable (KCPE mean scores). Subject HOD's and pupils' results were to verify the findings of Headteachers. The results are presented in Table 4.20.

Table 4.20: Standardized Coefficients of Headteachers Planning Management Practices on Pupils' Academic Achievement

		Unstandardized Coefficients		Standardized Coefficients			ANOVA	
	Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**	**F**	**Sig.**
Headteachers	1.(Constant)	-.062	.142		-.437	.666	108.798	.000
	Planning	.016	.046	.036	.359	.723		
Subject HOD	2.(Constant)	.035	.021		1.683	.095	1832.441	.000
	Planning	.202	.005	.415	38.413	.000		
Pupils	3.(Constant)	.075	.036		2.057	.041	2314.131	.000
	Planning	.515	.014	.650	37.520	.000		

Dependent Variable: KCPE Mean Grade
b. Predictors: (Constant), Planning practices
Source: Researcher, 2017

Results in Table 4.20 shows the multiple linear regression estimated standardized coefficients ($\beta = 0.036$, $\rho > 0.05$) which revealed that there was a very weak positive relationship which was not statistically significant with a strength of 3.6% for Headteachers, ($\beta = 0.415$, $\rho < 0.05$) a very weak positive relationship which was statistically significant with a strength of 41.5% for subject HOD's and ($\beta = 0.650$, $\rho < 0.05$) a moderate positive relationship which was statistically significant with a strength of 65.0% for pupils on the relationship between the Headteachers planning practices in academic programmes and pupils' academic achievement.

In addition, the unstandardized coefficients indicate that a one-unit increase attracts an increase of 0.016 which is equivalent to 1.6% for Headteachers, a one-unit increase attracts an increase of 0.202 which is equivalent to 20.2% for subject HOD's and a one-unit increase attracts an increase of 0.515 which is equivalent to 51.5% of the Headteachers planning practices in academic programmes towards the KCPE mean grades of schools.

To find out if there was a significant difference between the Headteachers planning practices and pupils' academic achievement an ANOVA test was performed. The results ($F = 108.798$, $p = 0.000$) for Headteachers, ($F = 1832.441$, $p = 0.000$) for subject HOD's and ($F = 2314.131$, $p = 0.000$) for pupils. The results showed that there was a significant difference between the Headteachers planning practices and pupils' academic achievement. This means that the relationship observed in the sample was unlikely to have occurred unless there really is a relationship in the population. This could be attributed to the fact that Headteachers planning practices did not seem to spell out what is to be done, who to do it, when it should be done and how it should be done in order to reach the target which was high pupils' academic achievement.

4.12.4 The Moderating Effect of Demographic Characteristics of the Headteacher on the Relationship between the Headteachers Planning Management Practices in Academic Programmes and Pupils' Academic Achievement

The moderating effect of demographic characteristics of the Headteachers on the relationship between the Headteachers planning management practices in academic programmes and pupils' academic achievement was determined using PROCESS macro in SPSS. The results are presented in Appendix X.

4.12.4.1 The Moderating Effect of Experience as a Headteacher on the Relationship between Planning Practices and KCPE Mean Scores

A moderation test by PROCESS Macro was run, with Headteachers planning management practices as the predictor, KCPE mean scores as the dependent, and experience as a Headteacher as a moderator. The results are presented in Appendix X (Table 1).

The moderation analysis in Appendix X (Table 1) examined the effect of experience as a Headteacher and planning practices on KCPE mean scores and whether experience as a Headteacher moderates the relationship between planning practices and KCPE mean scores. The results R = 0.5007 indicates a moderate correlation between the planning practices and KCPE mean scores, F = 3.12, R^2 = 0.2507, p < .05 suggests that approximately 25.07% of the variance in KCPE Mean scores is explained by the Headteachers planning practices, experience as Headteacher and the interaction between them.

Further, the moderation results b= 1.02, 95% CI [- 10.63, 12.67], t= *.178*, p >.05, indicate there was a non-significant main effect found between planning practices and KCPE mean scores, and the results b= 10.41, CI [3.08, 17.74], t= 2.91, p <.05 indicated

a positive significant main effect of Experience as a Headteacher on KCPE mean scores. There was a non- significant interaction *b*= -5.07, CI [- 14.43, 4.29], t= - 1.11, *p*> .05 found by experience as a Headteachers on perceived planning practices and KCPE mean scores. At low levels, (*b*= 6.76, CI [- 8.31, 21.84], t= .919, *p* >.05) the participants who reported low levels of experience as Headteacher experienced a low effect of the planning practices on KCPE mean scores when compared to average or lower than average levels of experience as a Headteacher (*b*= 1.02, CI [-10.63, 12.67], t= .179, *p* >.05, *b*= -4.73, CI [-21.15, 11.69], t= - .59, *p* <.05, respectively).

4.12.4.2 The Moderating Effect of Teaching Experience on the Relationship between Planning Practices and KCPE Mean Scores

A moderation test by PROCESS Macro was run, with Headteachers planning management practices as the predictor, KCPE mean scores as the dependent, and teaching experience as a moderator as presented in Appendix X (Table 2).

The moderation analysis examined the effect of teaching experience and planning practices on KCPE mean scores and whether teaching experience moderates the relationship between planning practices and KCPE mean scores. The results R = 0.3102 indicates a weak correlation between the planning practices and KCPE mean scores, F = .993, R^2 = 0.0962, *p* >.05 suggests that approximately 9.62% of the variance in KCPE Mean scores is explained by the Headteachers planning practices, teaching experience and the interaction between them and is not significant.

Further, the moderation results *b*= 5.70, 95% CI [- 6.83, 18.24], t= *.9320*, *p* >.05, indicate there was a non-significant main effect found between planning practices and KCPE mean scores, and the results *b*= -6.62, CI [- 15.4, 2.20], t= - 1.54, *p* >.05 indicated a negative non-significant main effect of teaching experience on KCPE mean scores. There was a non- significant interaction *b*= -2.19, CI [- 16.81, 12.43], t= -

3.06, p> .05 found by teaching experience on the perceived Headteachers' planning practices and KCPE mean scores. At low levels, (b= 7.89, CI [11.49, 27.26], t= .834, p >.05) the participants who reported low levels of teaching experience the effect of the planning practices was positive on KCPE mean scores when compared to average or high levels of teaching experience (b= 5.70, CI [- 6.83, 18.24], t= .932, p >.05, b= 3.93, CI [-13.21, 21.07], t= 469, p >.05, respectively). These results mean that neither variable independently explains a significant portion of the variance in KCPE outcomes, the combined effect of these variables does not significantly alter KCPE results and the effect of planning practices on KCPE mean scores changes slightly depending on the level of teaching experience, but none of these changes are statistically significant. This could imply that this model does not provide evidence of a strong or significant direct or indirect effects of planning practices and teaching experience on KCPE outcomes.

4.12.4.3 The Moderating Effect of Academic Qualification of the Headteachers on the Relationship between Planning Practices and KCPE Mean Scores

A moderation test by PROCESS Macro was run, with Headteachers planning management practices as the predictor, KCPE mean scores as the dependent, and academic qualifications of the Headteacher as a moderator as presented in Appendix X (Table 3).

The moderation analysis examined the effect of academic qualifications of the Headteacher and planning practices on KCPE mean scores and whether academic qualifications of the Headteacher moderates the relationship between planning practices and KCPE mean scores. The results R = 0.3133 indicates a weak correlation between the planning practices and KCPE mean scores, F = 1.02, R^2 = 0.0981, p >.05 suggests that approximately 9.81% of the variance in KCPE Mean scores is explained by the

Headteachers planning practices, academic qualifications and the interaction between them is not significant.

Further, the moderation results *b*= 5.70, 95% CI [-6.83, 18.22], t= *.931*, *p* >.05, indicate there was a non-significant main effect found between planning practices and KCPE mean scores, and the results *b*= -6.73, CI [-17.22, 3.76], t= -1.32, *p* >.05 indicated a negative non-significant main effect of academic qualifications on KCPE mean scores. There was a non- significant interaction *b*= 4.89, CI [-9.97, 19.75], t= .674, *p*> .05 found by academic qualifications on perceived planning practices and KCPE mean scores. At low levels, (*b*= 1.62, CI [- 15.29, 18.53], t= .197, *p* >.05) the participants who reported lower levels of academic qualifications the influence of planning practices is positive but minimal on KCPE mean scores when compared to average or lower than average levels of experience as a Headteacher (*b*= 5.70, CI [-6.83, 18.22], t= .931, *p* >.05, *b*= 9.77, CI [-8.51, 28.05], t= 1.09, *p* >.05, respectively). These results mean that neither variable independently explains a significant portion of the variance in KCPE outcomes and the effect of planning on KCPE Mean Grade becomes slightly more positive as academic qualifications increase, but none of these effects are statistically significant. This could imply that, the model does not provide evidence of strong or significant direct or indirect effects of planning and academic qualifications on KCPE outcomes. Other factors might play a more significant role in influencing KCPE scores.

4.12.5 Testing Hypotheses of Headteachers Planning Management Practices in Academic Programmes on the KCPE Mean Scores by Multiple Linear Regression

Hypothesis one ($H_0$1) stated that: *Headteachers Planning management practices in academic programmes has no significant effect on pupils' academic achievement in West Pokot County, Kenya.*

The subject HOD's and pupils were used to verify the findings of Headteachers. The results are presented in Table 4.21.

Table 4.21: Standardized Coefficients for Testing Hypotheses of Headteachers Planning Management Practices in Academic Programmes on the KCPE Mean Scores

		Unstandardized Coefficients		Standardized Coefficients			ANOVA	
	Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**	**F**	**Sig.**
Headteachers	**(Constant)**	1.405	.135		10.432	.000		
	Planning	.286	.064	.630	4.445	.000	19.760	.000
Subject HOD	**(Constant)**	1.430	.075		19.016	.000		
	Planning	.258	.038	.529	6.858	.000	47.034	.000
Pupils	**(Constant)**	.764	.060		12.718	.000		
	Planning	.717	.027	.904	26.630	.000	709.173	.000

a. Predictors: (Constant), Planning
b. Dependent Variable: KCPE Mean Scores

Source: Researcher, 2017

The estimated standardized coefficients in Table 4.21 revealed that there was a moderately strong positive effect between Headteachers planning management practices in academic programmes and pupils' academic achievement which were statistically significant ($\beta = 0.630$, $\rho = 0.000$) with a strength of 63% for Headteachers, a moderately strong positive relationship between Headteachers planning management practices in academic programmes and pupils' academic achievement which were statistically significant ($\beta = 0.529$, $\rho = 0.000$) with a strength of 52.9% for subject HOD's and a very strong positive relationship between Headteachers planning management practices in academic programmes and pupils' academic achievement which were statistically significant ($\beta = 0.904$, $\rho = 0.000$) with a strength of 90.4% for Pupils. Thus, the null hypothesis was rejected and concluded that Headteachers planning management practices in academic programmes had a significant effect on the KCPE mean scores of schools.

In addition the unstandardized coefficients indicate that a one unit increase attracts an increase of 0.286 which is equivalent to 28.6% of the Headteachers planning management practices in academic programmes towards the KCPE mean scores of schools for Headteachers, a one unit increase attracts an increase of 0.258 which is equivalent to 25.8% of the Headteachers planning management practices in academic programmes towards the KCPE mean scores of schools for subject HOD's and a one unit increase attracts an increase of 0.717 which is equivalent to 71.7% of the planning management practices in academic programmes towards the KCPE mean scores of schools for pupils.

4.12.6 Discussion of the Findings

The correlation results revealed that Headteachers' planning management practices had a moderate positive and significant correlation with learners' academic achievement ($r = 0.630$, $p < 0.01$), suggesting that effective planning enhances the KCPE mean scores in public primary schools. For subject HODs, the relationship was also moderate and significant ($r = 0.529$, $p < 0.01$), while for pupils it was very strong and significant ($r = 0.904$, $p < 0.01$). These findings show that when planning is perceived as systematic and goal-oriented by all stakeholders, learners' performance improves notably.

Planning also exhibited a strong positive relationship with other management practices-organizing ($r = 0.899$, $p < 0.01$), directing ($r = 0.402$, $p < 0.05$), and controlling ($r = 0.535$, $p < 0.05$). This indicates that planning forms the foundation upon which other management functions are executed. In contrast, demographic factors such as gender had weak negative correlations, implying minimal influence on planning effectiveness.

These results align with studies by Bush & Glover (2019) and Oketch & Ngware (2020), which assert that proper school planning fosters coherence in instruction, time

management, and resource allocation. Similarly, Kibet & Ngeno (2020) found that structured planning enables schools to anticipate instructional challenges and set realistic academic goals that improve learner outcomes.

The Headteachers planning practices are also conscious, careful and systematic processes of arranging a future course of action directed at goal achievement by providing the direction in relation to objectives, activities, procedures, strategies, cost implications, sources of funds, responsibilities and duration or time frame for attainment of set objectives (Gawie & Masese, 2016) and can be easily achieved using a strategic plan for the school. This is because these planning practices are the foundation of all management practices in education (Šejtanić, S. 2017; Saleemi, 2010). According to Akpan (2016) and Gawie & Masese (2016) planning practices gives a school focus and direction as it prepares for the future by continuously adjusting to academic direction in response to changing academic circumstances.

The regression analysis revealed that Headteachers' planning management practices explained 39.7% ($R^2 = 0.397$) of the variance in KCPE mean scores, 28.0% ($R^2 = 0.280$) for subject HODs, and 81.8% ($R^2 = 0.818$) for learners. This means that while planning significantly influences academic performance, a substantial portion of performance variation arises from other factors such as teacher motivation, resources, and learner characteristics.

The standardized coefficients showed that for Headteachers ($\beta = 0.036$, $p > 0.05$), the relationship between planning and performance was very weak and non-significant, implying that Headteachers' formal planning efforts did not directly translate into improved KCPE results. However, the relationship was moderate and significant for

subject HODs ($\beta = 0.415$, $p < 0.05$) and strong and significant for learners ($\beta = 0.650$, $p < 0.05$).

This pattern suggests that while planning documents exist, their implementation at the instructional level (as perceived by teachers and pupils) is what significantly drives performance. Headteachers may formulate strategic plans but fail to operationalize them effectively-an observation supported by qualitative remarks that *"most plans are formulated but not implemented."*

This is supported by reviewed literature by Luke & Mavis (2014) and Gawie & Masese (2016) who indicated that the Headteachers planning practices was a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, who it serves, what it does, and why it does it, with a focus on the future. The Headteacher should be able to make rational and technical choices which involved working out in broad outline the things to be done and procedures for doing them in order to accomplish the set purpose which is improved pupils' academic performance.

These findings corroborate the arguments of Leithwood et al. (2020) and Hallinger (2020) that the effectiveness of planning lies not merely in formulation but in consistent execution and monitoring. Similarly, Ezeugbor & Chukwuma (2019) emphasize that participatory planning involving teachers and learners' leads to better academic performance outcomes.

The study tested the moderating effects of experience in Headship, teaching experience, and academic qualifications of Headteachers on the relationship between planning and academic achievement. The moderation by experience in Headship model indicated a moderate relationship ($R = 0.5007$, $R^2 = 0.2507$, $F = 3.12$, $p < 0.05$), suggesting that, 25.07% of the variance in KCPE mean scores was explained by planning, experience

in Headship, and their interaction. The main effect of experience was significant (b = 10.41, $p < 0.05$), but the interaction between planning and experience was non-significant (b = -5.07, $p > 0.05$).

This means that while experienced Headteachers improve school outcomes directly, their experience does not significantly alter the impact of planning practices on performance. At all experience levels (low, average, and high), planning had a weak and non-significant influence on KCPE mean scores.

These results resonate with Day et al. (2021) and Ngigi & Gichuhi (2022), who found that leadership experience enhances school outcomes independently but does not necessarily change the efficacy of specific leadership practices like planning. Experience helps Headteachers manage crises and resources better, but its moderating effects remain minimal.

The moderation test for teaching experience showed a weak, non-significant model ($R = 0.3102$, $R^2 = 0.0962$, $F = 0.993$, $p > 0.05$), explaining only 9.62% of the variance in KCPE mean scores. The main effects of both planning (b = 5.70, $p > 0.05$) and teaching experience (b = - 6.62, $p > 0.05$) were non-significant, as was their interaction ((b = -2.19, $p > 0.05$).

At all teaching experience levels, the planning-achievement relationship was weak and inconsistent. This suggests that the number of years spent teaching does not necessarily improve a Headteachers effectiveness in using planning as managerial tool. This finding aligns with Odhiambo & Gitonga (2021), who argued that professional teaching experience does not automatically translate to effective school management. Leadership training and contextual adaptation are more crucial for turning plans into results.

The moderation test for academic qualifications was weak and non-significant ($R = 0.3133$, $R^2 = 0.0981$, $F = 1.02$, $p > 0.05$). Although academic qualifications had a slightly positive effect on planning, the interaction term ($b = 4.89$, $p > 0.05$) was not significant, implying that higher academic qualifications did not strengthen the link between planning practices and KCPE mean scores.

At low, average and high qualification levels, planning remained an important but non-significant predictor. This suggests that academic qualifications have limited impact on school outcomes without sufficient leadership training. Similarly, Harris & Jones (2021) emphasized that leadership effectiveness depends on applied skills rather than academic attainment.

At all levels of the moderators-low, average, and high-the changes in the relationship between planning practices and KCPE mean scores were slight and statistically non-significant. Specifically: at low levels they were weak with a positive effect ($b = 6.66$, $p > 0.05$), average levels-minimal or neutral effect ($b = 1.02$, $p > 0.05$), and at high levels – weak negative or insignificant effect ($b = - 4.73$, $p > 0.05$).

This indicates that the effectiveness of planning practice is relatively stable across demographic variations. The implication is that planning's success depends more on institutional culture, participation, and resource alignment than on personal traits of Headteachers. These results agree with Leithwood, Harris, & Hopkins (2020) and Bush & Glover (2019), who argue that transformational and distributed leadership practices produce more sustainable school improvement than individual demographic factors.

The null hypothesis ($H_0 1$) stated that *Headteachers' planning management practices have no significant effect on learners' academic performance of public schools in West Pokot County, Kenya.*

The regression results showed that planning had a moderately strong positive and significant effect on KCPE mean scores of schools for Headteachers (β = 0.630, p = 0.000), subject HODs (β = 0.529, p = 0.000), and pupils (β = 0.904, p = 0.000). These results indicate that the more Headteachers engaged in effective planning-including goal setting, scheduling, and progress evaluation-the higher the academic performance achieved by learners. Consequently, the null hypothesis was rejected.

The unstandardized coefficients further revealed that a one-unit increase in planning improved KCPE mean scores of schools by 28.6% for Headteachers, 25.8% for HODs, and 71.1% for leaners. This underscores that while planning alone may not explain all performance outcomes, it plays a critical and significant role in shaping academic success. These findings are consistent with Kapur (2018) and Hallinger (2020), who affirm that well-formulated and implemented plans enhance coordination, accountability, and teaching quality-key elements for academic excellence.

4.13 Objective 2: Assess the Effect of Headteachers Organizing Management Practices in Academic Programmes and Pupils Academic Achievement

The second objective was to establish the effect of Headteachers organizing management practices in academic programmes on pupils' academic achievement in public primary schools in West Pokot County, Kenya. Subject HOD's were used to verify the findings of Headteachers and therefore answered a similar set of questions on the various sections. The second null hypothesis ($H_0 2$) stated that: *There is no statistically significant effect between Headteachers' organizing management practices in academic programmes and learners' academic performance in public primary schools in West Pokot County, Kenya.*

4.13.1 Univariate Statistics

To address this objective, the study participants were presented with statements on various Headteachers organizing management practices activities carried out in schools as presented in Table 4.22.

Table 4.22: Headteachers Organizing Management Practices in Schools

Statement	Responses			
	HT		HOD's	
	F	%	F	%
Determines activities required for the achievement of planned goals	24	75.0	89	71.8
Groups the activities of the school into logical and convenient units	24	75.0	74	59.7
Assigns duties to specific positions and people i.e. teachers, pupils and support staff	31	96.9	95	76.6
Delegates authority to these positions and people	20	62.5	86	69.4
Defines and fixes responsibility for performance for each member of the school	24	75.0	92	74.4
Establishes authority relationships throughout the school	24	75.0	86	69.4

Source: Researcher, 2017

Results in Table 4.22 indicated the majority 24 Headteachers (75.0%) and 89 HOD's (71.8%) indicated that they determine the activities required for the achievement of planned goals in their schools and they also group the activities of the school into logical and convenient units. This shows that the Headteachers were aware of their responsibilities. This could suggest that the Headteachers were able to determine the activities of their schools as planned showing that activities were done only if they were convenient and achievable.

This could be attributed to the fact that the organizing management practices are basic functions in schools (Karnataka D.Ed. Curriculum Framework, 2012) and thus it means that the Headteachers of public primary schools in West Pokot County were able to bring the plan into existence or build up structures, both human and material resources

for the attainment of the schools' goals (Akpan, 2011). However, the KCPE mean scores do not actually show that this is the case because of the dismal results.

Further, results on the assigning of duties to specific positions by Headteachers (96.9%) and HOD's (76.6%) and delegation of authority to people holding positions by Headteachers (62.5%) and HOD's (69.4%) indicated the Headteachers assigned the duties and delegated them to people in their schools such as teachers, pupils and support staff. This means that Headteachers only delegated authority to people when they were sure they would carry out the said responsibilities as expected and delegation and assignment of duties was only done by the Headteachers. This could be attributed to the fact that the schools had different subject departments created with different subject HOD's to run all the activities of the department. These departments are meant to assist teachers in the various departments to work as a team in order to improve the various subjects for improved individual subject performance.

The findings of the study are supported by Gupta (2007) in the reviewed literature that the Headteachers do analysis of activities to be performed for achieving organizational objectives, grouping them into various departments and sections so that these can be assigned to various individuals, and delegating them appropriate authority so that they can carry their work properly. Further, Okwori (2011) and Kapur (2018) indicated that the organizing management practices involves assignment of jobs and activities into the departments of the individuals, delegation of responsibility and authority for performance and provision of vertical and horizontal co-ordination of activities (Okwori, 2011; Kapur, 2018). Kapur (2018) indicated that with a number of departments in schools, the heads of departments have to decide on how to put into practice the activities that are needed to achieve the desired objectives of the departments and especially high pupils' academic achievement.

Results by Headteachers (75.0%) and HOD's (74.4%) indicated that the Headteachers of schools always defined and fixed responsibility for performance for each member of the school. This means that most Headteachers of schools' delegate responsibilities to teachers and that teachers were involved in critical decision making as a means of empowering them. However, the responsibility was given only to those who will produce the desired performance for the school. This is attributed to the fact that the Headteachers sometimes may not know the ability of the persons in terms of performance for specific responsibilities or may not be in a position to define or fix responsibility for performance for each member of the school. In other cases, the teachers put in certain responsibilities may not deliver and this may affect the functions of the departments leading to low academic achievement of pupils.

Reviewed literature by Helena (2013) indicates that the Headteacher of the school is able to define the role each individual is to play and also establish relationships between them leading to effective management enabling smooth operation of schools (Helena, 2013). These findings correspond with Ndirangu (2015), who observed that involving teachers in critical decision making and day to day management of the school had an effect on pupils' academic performance.

The Headteacher of a school is required to establish authority relationships throughout the school to ensure there is harmony in the school in terms of leadership and to curb overlapping of responsibilities to avoid blame game when things do not go well as planned. Headteachers (75.0%) and HOD's (69.4%) indicated that they established authority relationships throughout the school. These results could imply that the subject HOD's were aware that Headteachers ware the only people who had authority to decide and give authority to persons holding different responsibilities in the school.

4.13.2 Bivariate Statistics

Correlation analysis was conducted to determine the strength and direction of the relationships between Headteachers' management practices and learners' academic performance in public primary schools. The Pearson Product-Moment Correlation Coefficient (r) was used to assess the linear relationships among the study variables.

According to Saunders, Lewis, & Thornhill (2003), correlation values range between -1 and +1, where +1 indicates a perfect positive relationship, -1 indicates a perfect negative relationship, and 0 signifies no relationship. Coefficients between 0.9-1.0 denote very high, 0.7-0.7 denotes high, 0.5-0.7 moderate, 0.3-0.5 low, and below 0.3 very low correlation strength. As noted by Crossman (2013), correlation implies association rather than causation.

This analysis was essential for establishing whether significant relationships existed among the independent variables (Headteachers management practices) and dependent variable (KCPE mean scores) before conducting regression analysis as recommended by Tabachnick & Fidell (2013).

The correlation analysis for Headteachers (Appendix VIII – Table 1) revealed organizing had a strong positively significant correlation ($r = 0.738$, $p < 0.01$) with KCPE mean scores, and moderate positive significant correlation ($r = 0.615$, $p < 0.01$) with controlling practices. The correlation analysis for Subject HODs (Appendix VIII – Table 2) revealed organizing had a weak positive and significant correlation ($r = 0.474$, $p < 0.01$) with KCPE mean scores.

4.13.3 Multivariate Statistics

4.13.3.1 Effect of Headteachers Organizing Management Practices in Academic Programmes on Pupils' Academic Achievement

Multiple linear regression was used to determine the effects of Headteachers organizing management practices in academic programmes on pupils' academic achievement (KCPE mean scores) in public primary schools in West Pokot County, Kenya. Subject HOD's and pupils' results were to verify the findings of Headteachers. The results are presented in Table 4.23.

Table 4.23: Model Summary of Headteachers Organizing Management Practices on Pupils' Academic Achievement

						ANOVA	
	Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**	**F**	**Sig.**
Headteachers	**1**	.956	.914	.898	.10091	55.301	.000
	Organizing	.738	.544	.529	.21627	35.858	.000
Subject HOD's	**2**	.994	.987	.987	.02794	1832.44	.000
	Organizing	.474	.225	.219	.21539	35.128	.000

a. Predictors: (Constant), Organizing practices.
b. Dependent Variable: KCPE Mean Scores

Source: Researcher, 2017

Results in Table 4.23 indicated that the Headteachers organizing management practices in academic programmes can be accounted for by $R^2 = 0.544$ which is equivalent to 54.4%, for Headteachers, $R^2 = 0.225$ which is equivalent to 22.5% for Subject HOD's. In other words, all the Headteachers organizing management practices activities in academic programmes can be accounted for by $R^2 = 0.544$ which is equivalent to 54.4% for Headteachers and $R^2 = 0.225$ which is equivalent to 22.5% for subject HOD's are in a position to represent 54.4% and 22.5% respectively and are basically accounted for by all the Headteachers organizing management practices in academic programmes

activities in terms of the KCPE mean scores for the schools. This means that 45.6% for Headteachers and 77.5% for subject HOD's of the variation of the KCPE mean scores cannot be explained by Headteachers organizing management practices in academic programmes alone. Therefore, there must be other variables that have an influence also. These results mean that the organizing management practices are minimally practiced and are not the main focus on the management of the schools by the Headteachers.

Multiple linear regression was used to predict the value of the independent variable (Headteachers organizing management practices) on the dependent variable (KCPE mean scores). Subject HOD's and pupils' results were to verify the findings of Headteachers. The results are presented in Table 4.24.

Table 4.24: Standardized Coefficients of Headteachers Organizing Management Practices in Academic Programmes on Pupils' Academic Achievement

		Unstandardized Coefficients		Standardized Coefficients			ANOVA	
	Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**	**F**	**Sig.**
Headteachers	1.(Constant)	-.062	.142		-.437	.666	108.798	.000
	Organizing	.081	.044	.197	1.837	.078		
Subject HOD	2.(Constant)	.035	.021		1.683	.095	1832.441	.000
	Organizing	.193	.006	.346	31.873	.000		

b. Predictors: (Constant), Organizing practices.
a. Dependent Variable: KCPE Mean Scores

Source: Researcher, 2017

Results in Table 4.24 of the estimated standardized coefficients indicated a very weak positive relationship between organizing function in academic programmes and pupils' academic achievement which was not statistically significant ($\beta = 0.197$, $\rho > 0.05$) with a strength of 19.7% for Headteachers and a weak positive relationship which was statistically significant ($\beta = 0.346$, $\rho = < 0.05$) with a strength of 34.6% for subject HOD's. Thus, the null hypothesis for Headteachers was not rejected and concluded that

the Headteachers organizing management practices in academic programmes had no significant effect on the KCPE mean scores of schools but the null hypotheses for subject HOD's was rejected and concluded that the Headteachers organizing management practices in academic programmes had a significant effect on pupils' academic achievement. In addition, the unstandardized coefficients indicate that a one-unit increase attracts an increase of .081 which is equivalent to 8.1% for Headteachers and a one-unit increase attracts an increase of .193 which is equivalent to 19.3% for subject HOD's of the Headteachers organizing management practices in academic programmes towards the KCPE mean scores of schools.

To find out if there was a significant difference between the Headteachers organizing practices and pupils' academic achievement an ANOVA test was performed. The results ($F = 108.798$, $p = 0.000$) for Headteachers and ($F = 1832.441$, $p = 0.000$) for subject HOD's. The results showed that there was a significant difference between the Headteachers organizing practices and pupils' academic achievement. This means that the relationship observed in the sample was unlikely to have occurred unless there really is a relationship in the population.

4.13.4 The Moderating Effect of Demographic Characteristics of the Headteacher on the Relationship between the Headteachers Organising Management Practices in Academic Programmes and Pupils' Academic Achievement

The moderating effect of demographic characteristics of the Headteachers on the relationship between the Headteachers organising management practices in academic programmes and pupils' academic achievement was determined using PROCESS macro in SPSS. The results are presented in Appendix X.

4.13.4.1 The Moderating Effect of Experience as a Headteacher on the Relationship between Organizing Practices and KCPE Mean Scores

A moderation test by PROCESS Macro was run, with Headteachers organizing management practices as the predictor, KCPE mean scores as the dependent, and academic qualifications of the Headteacher as a moderator. The results are presented in Appendix X (Table 4).

The moderation analysis examined the effect of experience as a Headteacher and organizing practices on KCPE mean scores and whether experience as Headteacher moderates the relationship between organizing practices and KCPE mean scores. The results R = 0.4855 indicates a moderate correlation between the organizing practices and KCPE mean scores, F = 2.88, R^2 = 0.2357, p <.05 suggests that approximately 23.57% of the variance in KCPE Mean scores is explained by the Headteachers organizing practices, experience as a Headteacher and the interaction between them is significant.

Further, the moderation results *b*= - 4.44, 95% CI [- 15.07, 6.18], t=- *.856*, *p* >.05, indicate there was a non-significant main effect found between organizing practices and KCPE mean scores, and the results *b*= 10.29, CI [3.02, 17.56], t= 2.90, *p*<.05 indicated a positive significant main effect of experience as a Headteacher on KCPE mean scores. There was a non-significant interaction *b*= - .069, CI [3.02, 17.56], t= -.017, *p*> .05 found by experience as Headteacher on perceived organizing practices and KCPE mean scores. At low levels of experience, (*b*= - 4.36, CI [- 18.23, 9.51], t= -.644, *p* >.05) the participants who reported lower levels of experience as a Headteacher, the organizing practices had a negative non-significant effect on KCPE outcomes when compared to average or lower than average levels of experience as a Headteacher (*b*= -4.44, CI [-15.07, 6.19], t= -.856, *p* >.05, *b*= 4.52, CI [-18.78, 9.75], t= - .649, *p* >.05,

respectively). These results mean that organizing practices may not have a substantial impact on KCPE outcomes. However, the direct effect of experience as a Headteacher is positive and significant, indicating that more experienced Headteachers are linked to higher KCPE mean scores and the effect of organizing practices on KCPE Mean scores remains negative at different levels of experience as a Headteacher, but none of these effects are statistically significant.

4.13.4.2 The Moderating Effect of Teaching Experience of the Headteachers on the Relationship between Organizing Practices and KCPE Mean Scores

A moderation test by PROCESS Macro was run, with Headteachers organizing management practices as the predictor, KCPE mean scores as the dependent, and teaching experience of the Headteacher as a moderator as presented in Appendix X (Table 5).

The moderation analysis examined the effect of teaching experience of the Headteacher and organizing practices on KCPE mean scores and whether teaching experience of the Headteacher moderates the relationship between organizing practices and KCPE mean scores. The results R = 0.2569 indicates a weak correlation between the organizing practices and KCPE mean scores, F = .660, R^2 = 0.0660, p >.05 suggests that approximately 6.60% of the variance in KCPE Mean scores is explained by the Headteachers organizing practices, teaching experience and the interaction between them as in not significant.

Further, the moderation results *b*= .121, 95% CI [-11.75, 11.75], t= *.021*, p >.05, indicate there was a non-significant main effect found between organizing practices and KCPE mean scores, and the results *b*= -5.87, CI [-15.21, 3.47], t= -1.29, p >.05 indicated a negative non-significant main effect of teaching experience on KCPE mean scores. There was a non- significant interaction *b*= .841, CI [-12.01, 13.70], t= .134, p>

.05 found by teaching experience on perceived organizing practices and KCPE mean scores. At low levels, (*b*= -.718, CI [- 18.09, 16.65], t= -.085, *p* >.05) the participants who reported lower levels of teaching experience the influence of organizing practices was negative when compared to average or lower than average levels of teaching experience (*b*= 0.121, CI [- 11.50, 11.75], t= .021, *p* >.05, *b*= .803, CI [-14.77, 16.37], t= .106, *p* >.05, respectively).

4.13.4.3 The Moderating Effect of Academic Qualifications of the Headteachers on the Relationship between Organizing Practices and KCPE Mean Scores

A moderation test by PROCESS Macro was run, with Headteachers organizing management practices as the predictor, KCPE mean scores as the dependent, and academic qualifications of the Headteacher as a moderator as presented in Appendix X (Table 6).

The moderation analysis examined the effect of academic qualifications of the Headteacher and organizing practices on KCPE mean scores and whether academic qualifications of the Headteacher moderates the relationship between organizing practices and KCPE mean scores. The results R = 0.2888 indicates a weak correlation between the organizing practices and KCPE mean scores, F = 0.849, R^2 = 0.0834, *p* >.05 suggests that approximately 8.34% of the variance in KCPE Mean scores is explained by the Headteachers organizing practices, academic qualifications and the interaction between them is not significant.

Further, the moderation results *b*= .488, 95% CI [- 11.08, 12.05], t= *.086*, *p* >.05, indicate there was a non-significant main effect found between organizing practices and KCPE mean scores, and the results *b*= -6.73, CI [-17.31, 3.84], t= -1.30, *p* >.05 indicated a negative non-significant main effect of academic qualifications on KCPE mean scores. There was a non- significant interaction *b*= 6.19, CI [-8.35, 20.73], t=

.872, p> .05 found by academic qualifications on perceived organizing practices and KCPE mean scores. At low levels, (b= -4.67, CI [- 20.35, 11.01], t= - .610, p >.05) indicating that at lower levels of academic qualifications, organizing does not have a substantial impact on KCPE outcomes when compared to average or lower than average levels of experience as a Headteacher (b= 4.88, CI [- 11.08, 12.05], t= .086, p >.05, b= 5.65, CI [- 12.10, 23.39], t= .652, p >.05, respectively).

4.13.5 Testing Hypotheses of Headteachers Organizing Management Practices in Academic Programmes on the KCPE Mean Scores by Simple Linear Regression

Hypotheses two ($H_0$2) stated that: *Headteachers organizing management practices in academic programmes has no significant effect on pupils' academic achievement in West Pokot County, Kenya*. Subject HOD's were used to verify the findings of Headteachers. The results are presented in Table 4.25.

Table 4.25: Standardized Coefficients for Testing Hypotheses of Organizing Function in Academic Programmes on the KCPE Mean Scores by Simple Linear Regression

		Unstandardized Coefficients		Standardized Coefficients			ANOVA	
	Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**	**F**	**Sig.**
Headteachers	**(Constant)**	1.409	.101		13.919	.000		
	Organizing	.303	.051	.738	5.988	.000	35.858	.000
Subject HOD	**(Constant)**	1.400	.091		15.311	.000		
	Organizing	.265	.045	.474	5.927	.000	35.128	.000

a. Predictors: (Constant), Organizing
b. Dependent Variable: KCPE Mean Scores

Source: Researcher, 2017

The estimated standardized coefficients in Table 4.25 revealed that there was a strong positive effect between the Headteachers organizing management practices in academic programmes and pupils' academic achievement which were statistically significant (β_2

= 0.738, ρ = 0.000) with a strength of 73.8% for Headteachers and a weak positive relationship between the Headteachers organizing management practices in academic programmes and pupils' academic achievement which were statistically significant (β_2 = 0.474, ρ = 0.000) with a strength of 47.4% for subject HOD's. Thus, the null hypothesis was rejected and concluded that the Headteachers organizing management practices in academic programmes had a significant effect on the KCPE mean scores of schools.

In addition, the unstandardized coefficients indicate that a one-unit increase attracts an increase of 0.303 which is equivalent to 30.3% of the Headteachers organizing management practices in academic programmes towards the KCPE mean scores of schools and a one-unit increase attracts an increase of 0.265 which is equivalent to 26.5% of the Headteachers organizing management practices in academic programmes towards the KCPE mean scores of schools for subject HOD's.

4.13.6 Discussion of the Findings

The corelation analysis revealed a strong, positive, and statistically significant relationship between Headteachers' organizing management practices and pupils' academic performance, as measured by KCPE mean scores ($r = 0.738$, $p < 0.01$). Organizing was also moderately correlated with controlling practices ($r = 0.615$, $p < 0.01$). In contrast, subject HODs exhibited a weaker but still significant correlation with pupils' academic performance (KCPE mean scores) ($r = 0.474$, $p < 0.01$).

These findings suggest that when Headteachers effectively design, structure, and coordinate school activities, learners' academic outcomes tend to improve. The results align with Helena (2013), who argued that a clear division of work, delegation of authority, and coordination of functions contribute to higher school performance.

Similarly, Gupta (2007) observed organizing involves grouping tasks into functional units and assigning responsibility and authority to ensure that educational goals are achieved. This may interfere with teaching and learning leading to low pupils' academic achievement as seen in Table 4.9.

Comparable findings have been reported by Nurhikmah (2023), who emphasized that organizing in educational institutions involves structuring tasks and allocating resources to enhance the teaching-learning process. In Nigeria, Jimoh (2024), found that an effective organizational climate and classroom management practices positively influence primary school pupils' academic achievement. These findings collectively reinforce that organizing functions, particularly when supported by clear structures and delegation, play a vital role in enhancing academic performance.

In the context of West Pokot County, these correlations indicate that schools that establish systematic organizational structures and promote effective delegation of responsibilities perform better academically. This is particularly important given the resource limitations that characterize most public primary schools in the County, where clear organizational arrangements can enhance efficiency in the use of human and material resources.

The simple linear regression results demonstrated that organizing management practices explained 54.4% ($R^2 = 0.544$) of the variance in KCPE mean scores for Headteachers and 22.5% ($R^2 = 0.225$) for subject HODs. The standardized coefficients indicated that organizing had a weak and non-significant positive effect among the Headteachers ($\beta = 0.197$, $p > 0.05$), but a significant positive effect among HODs ($\beta = 0.346$, $p < 0.05$).

These results imply that while organizing positively influences academic performance, the strength of its impact depends on the administrative level. The stronger relationship observed among HODs could be attributed to their direct involvement in instructional planning, coordination of teaching activities, and supervision of classroom processes. Conversely, the weaker effect among Headteachers suggests that they may not consistently apply organizing principles or that other administrative factors mediate this relationship.

These findings are consistent with Daft (2011), who emphasized that organizing entails designing a structure through which individuals work together to achieve organizational objectives. Kapur (2022) similarly noted that effective organizing creates synergy by ensuring that tasks are coordinated and resources efficiently utilized. Empirical evidence from Ghana by Huaisheng, Dwumah-Manu, Adjei Mensah, & Oduro (2023) also established that management functions, including organizing, significantly affect students' academic performance.

The current study's findings therefore suggest that in West Pokot County, strengthening organizational structures at both the Headteacher and departmental levels can enhance coordination, accountability, and instructional efficiency, ultimately improving learners' academic achievement.

The unstandardized coefficients revealed that a one-unit increase in Headteachers' organizing management practices led to a corresponding 8.1% increase in pupils' KCPE mean scores, whereas for HODs, a one-unit increase yielded a 19.3% rise. Although both effects were positive, only the HODs results were statistically significant.

The outcome reflects the argument by Akpan (2011) that organizing transforms plans into actionable structures through the coordination of human and material resources. However, the results also indicate that organizing management practices may be inadequately emphasized among Headteachers in West Pokot County, possibly due to limited managerial training or unclear understanding of the organizing function. Similar conclusions were drawn by Masnawati & Darmawan (2023), who reported that organizational effectiveness in schools depends on leaders' ability to manage resources and coordinate teaching staff effectively.

Overall, these findings underscore the importance of institutionalizing organizing practices-such as task allocation, communication systems, and departmental coordination-as key drivers of improved academic performance in resource-constrained educational environments.

The moderation analysis of experience in Headship revealed a moderate correlation ($R = 0.4855$, $R^2 = 0.2357$, $F = 2.88$, $p < 0.05$) between organizing practices and KCPE mean scores of schools, with the interaction effect being negative and non-significant ($b = - 0.069$, $p > 0.05$). However, the main effect of experience was positive and significant ($b = 10.29$, $p < 0.05$). This indicates that while experience as a Headteacher contributes to improved academic outcomes, it does not significantly moderate the relationship between organizing practices and performance.

These results corroborate Saga (2025), who found that leadership experience enhances overall management effectiveness but does not necessarily amplify the influence of specific management functions such as organizing. In the West Pokot context, this may suggest that experienced Headteachers achieve better outcomes through accumulated knowledge and institutional familiarity rather than through improved organizing practices per se.

The moderation test results for teaching experience ($R = 0.2569$, $R^2 = 0.066$, $F = 0.660$, $p > 0.05$) indicated that teaching experience and its interaction with organizing practices were non-significant predictors of KCPE performance. This finding implies that teaching alone does not enhance the effectiveness of organizing practices on academic performance. This contrasts with the findings of Gupta (2007), who posited that managerial effectiveness is influenced by both professional competence and organizational design, suggesting that practical management training may be more critical than teaching tenure.

Similarly, the analysis of the moderating effect of Headteachers' academic qualifications showed a weak and non-significant relationship ($R = 0.2888$, $R^2 = 0.0834$, $F = 0.849$, $p > 0.05$). The interaction term was also not statistically significant ($b = 6.19$, $p > 0.05$). This indicates that academic qualifications do not significantly strengthen the effect of organizing practices on academic performance.

This finding supports Otara & Omolo (2024), who found that educational qualifications alone do not determine school effectiveness; rather, the practical application of management functions determines performance outcomes. In the West Pokot context, the result implies the professional training in school management, rather than higher academic credentials, may be more impactful in improving organizing and overall school performance.

The study tested the null hypothesis:

$H_0$2: Headteachers*' organizing management practices in academic programmes have no significant effect on learners' academic achievement in public primary schools in West Pokot County, Kenya.*

The regression results indicated significant positive effects for both Headteachers (β = 0.738, t = 5.988, p = 0.000) and subject HODs (β = 0.474, t = 5.927, p = 0.000). Therefore, the null hypothesis was rejected, confirming that organizing management practices have a statistically significant influence on learning academic performance.

These results are consistent with findings by Jacob & Rockoff (2011), who demonstrated that organizational structures such as teacher assignments and school scheduling influence student performance. They also align with Kabiru, Theuri, & Misiko (2025), who reported that organizing as a management function significantly improved organizational performance among Kenyan state-owned corporations. Collectively, these studies reinforce the conclusion that the organizing function is a pivotal determinant of institutional performance, including educational achievement.

The results from both the correlational and regression analyses underscore the significance organizing management practices in enhancing pupils' academic performance. Although moderating variables such as experience in Headship, teaching experience, academic qualifications did not have significant effects, organizing remained a central predictor of school performance.

The study concludes that clear organizational structures, effective delegation, and systematic coordination of academic activities enhance instructional efficiency and pupil outcomes in public primary schools in West Pokot County. These findings resonate with management theories and empirical studies that underscore organizing as a foundational component of effective educational leadership.

4.14 Objective 3: Headteachers Staffing Management Practices in Academic Programmes and Pupils Academic Achievement

The third objective was to find out the effect of Headteachers staffing management practices in academic programmes on pupils' academic achievement in public primary

schools in West Pokot County, Kenya. The null hypothesis ($H_0$3) stated that: *There is no statistically significant effect between Headteachers' staffing management practices in academic programmes and learners' academic performance in public primary schools in West Pokot County, Kenya.*

4.14.1 Univariate Statistics

To address this objective, the study participants were presented with statements on the Headteachers staffing management practices in their schools. Subject HOD's were to verify the findings of Headteachers and therefore answered a similar set of questions on the various sections. Results by Headteachers and Subject HOD's are shown in Table 4.26.

Table 4.26: Headteachers Staffing Management Practices in Academic Programmes Activities in Schools

	Responses			
	HT		HOD's	
Statements	F	%	F	%
There are enough qualified teachers in the school for all subjects	15	46.9	77	62.1
The Headteacher recruit's teachers if they are not enough for all subjects	21	65.7	88	31.3
Staff mobility is very high	19	59.4	70	56.5
Most TSC teachers do not want to teach in this school	15	46.9	51	41.1
The headteacher has put measures to reduce staff mobility	28	87.5	100	80.6
The headteacher has been carefully selected, trained and suitable to be the manager of the school	29	90.7	112	90.3
Recruitment of teachers is done professionally to ensure the right teachers are effectively selected	29	90.6	114	91.9
There is proper integration of personnel in the school	26	81.3	107	86.3
There is proper maintenance of personnel in the school	26	81.3	102	82.3
The headteacher attends professional development courses	32	100	118	95.2
The headteacher encourages teachers to attend professional development courses	27	84.4	106	85.5
The school has teachers proportional to the demand and number of pupils	14	43.8	74	59.7

Source: Researcher, 2017

Results in Table 4.26 indicate that the 15 Headteachers (46.9%) and 77 HOD's (62.1%) had enough qualified teachers in their school for all subjects. However, the majority 17 Headteachers (53.1%) and 51 HOD's (51%) indicated their schools were not well staffed. This means that most of the public primary schools did not have enough qualified teachers. This echoes the sentiments by SCDE and QUASO who indicated that: *"most public primary schools in the county have few teachers against the number of pupils with a few extreme cases of understaffing where a teacher is teaching many classes at the same time".* Despite the fact that the TSC registers and recruit's teachers who are meant to work in any public or private school in any part of this country, this could suggest that schools in West Pokot County experiences high turnover of teachers who transfer to other areas or do not want to work in schools which are considered unfavourable for teaching.

Further, 21 Headteachers (65.7%) indicated that they recruited teachers if they were not enough for all subjects. This means that there are public primary schools which do not have enough teachers and the Headteachers have to device ways of getting their pupils taught. This is because at the inception of FPE the number of pupils increased leading to high pupil teacher ratio leading to serious understaffing in most schools as indicated by the QUASO and TSC Sub County director of education.

This is supported by Gbadamosi (2011) who reported that engagement of proper staffing by Headteachers helped to improve the quality of educational services rendered by the school and that employment of the services of unqualified teaching staff into the teaching profession sinks the quality of educational services provided. The recruitment of teachers by Headteachers poses a great challenge of recruiting unqualified teachers who are paid peanuts for their services. Many schools in West Pokot County do not

have funds to employ qualified teachers and this could be one of the reasons for the performance as shown in Table 4.9.

Results by 19 Headteachers (59.4%) and 70 HOD's (56.5%) on staff mobility indicated that it was high in most of the schools. This means there is a low number of teachers in this area which could be attributed to a number of challenges found in this country. The researcher also found out that schools which were in a good location with better facilities and mostly the schools with boarding facilities and had a good number of enough teaching staff. On staff mobility, the QUASO and TSC SCDE indicated that*: "most teachers are centered around urban areas which offer better medical facilities and other social amenities as compared to schools which are in the interior of West Pokot County due to availability of social amenities and security".*

This is supported by Gbadamosi (2011) who reports that staffing levels correlated with test scores. These findings are also supported by the dismal performance of most of the public primary schools in the County between 2012 and 2016 where the majority had a mean score of less that 250 marks (Table 4.9) in the five years.

Results by 15 Headteachers (46.9%) and 51 HOD's (41.1%) indicated that there was high mobility in some schools because most TSC teachers did not want to teach in their schools. Further, 28 Headteachers (87.5%) and 100 HOD's (80.6%) indicated to have put measures to reduce staff mobility. This means that the teachers only stay and teach in areas that have incentives, better facilities and conducive environment for teaching and learning. The high mobility of teachers could have a negative effect on pupils' academic achievement.

According to related literature, apart from salary, low teacher morale has been associated to poor working conditions and lack of administrative and community

support (Lunenburg, et. al., 2012), much of which could be rectified without significant financial expenditures.

Further, the results by 29 Headteachers (90.7%) and 114 HOD's (91.9%) indicated that the Headteachers of schools had been carefully selected, trained and were suitable to be managers of their schools and that recruitment of Headteachers and teachers is done professionally to ensure the right teachers are effectively selected. This means that the recruitment of Headteachers is done by the TSC and appointments are if they meet the qualifications of heading a school. Further, the TSC is mandated to recruit and employ teachers and these are teachers who have been trained and registered as teachers by the TSC.

This finding is supported by Onyali, et al. (2018) who reported that to achieve high academic performance, students must be handled by competent and qualified teaching staff. On recruitment of Headteachers and teachers, the QUASO and TSC SCDE indicated that: *"the TSC through QUASO and TSC SCDE facilitate registration and recruitment of teachers in the County. They recommend teachers for promotions and Headship of schools if the teacher is an exemplary teacher with qualifications".* However, in Table 4.3, six Headteachers were less that 35 years. These could be the teachers who had teaching experience of less than 11 years and experience as Headteacher of less than six years. This could imply incompetence in terms of school management experience and this could be one of the reasons for the results in Table 4.9.

Results by 26 Headteachers (81.3%) and 107 HOD's (86.3%) indicated that when new personnel were deployed in a school, it was the responsibility of the Headteacher to ensure they were integrated in the school activities and proper maintenance of these personnel was done. This means that when new personnel were deployed in the schools,

they were involved in all the activities of the school. This could suggest that when a new teacher is deployed in a school it is the responsibility of the subject HOD's to integrate the new member in their respective departments and that all teachers were given equal opportunities to engage in the activities of the school which were expected to contribute to the academic achievement of the pupils.

Further, results by all the Headteachers (100%) and HOD's (95.2%) indicated that the Ministry of Education had developed a number of professional development courses for Headteachers and teachers in the country. This means that almost all the Headteachers were professionally developed and had undergone through management courses at KEMI and this enabled them to have the skills required to manage their schools. Consequently, results by 27 Headteachers (84.4%) and 106 HOD's (85.5%) indicated that the Headteachers of schools encouraged their teachers to attend professional development courses. However, Headteachers of West Pokot County public primary schools reported that: *"professional development for Headteachers at KEMI is for those who were able to pay for the courses and very few are able to pay for the course. The young appointed Headteachers have not yet been able to attend these courses".* This could have led to Headteachers not having proper management of their schools by incompetent Headteachers who do not have experience.

The Headteachers showed a positive attitude on their teachers improving their skills of management and teaching which could improve the academic achievement of pupils. On professional development by the Headteachers and teachers, the QUASO and TSC SCDE emphasized that:" there *was need for capacity building of teachers on languages and that language teachers should be in-serviced regularly to improve on the quality of teaching and learning of languages in the county, which has affected the academic*

performance of the other subjects taught in English. There is also need for more courses of Headteachers to enable them manage schools in ASAL's".

Further, results by 14 Headteachers (43.8%) and 74 HOD's (59.7%) indicated that the number of teachers in schools was proportional to the demand and number of pupils. This means that these were Headteachers of schools which were not in remote areas in terms of location and which were easily accessible and had better physical facilities and infrastructure and more so boarding primary schools. This could suggest that majority of the schools did not have enough teachers. However, the QUASO and TSC SCDE indicated that: *"there is a serious problem of understaffing in most of the public primary schools in the County. Headteachers also employ unemployed graduates and form four leavers to assist in the teaching for as long as the learners are not idle".*

From reviewed literature, Duke, Turker, Salmonowiez, & Levy, (2006) reiterated that inadequacy of teachers has been found to have profound negative effects on the pupils' academic performance in most schools. Further, Onyancha, et al. (2021) and Asyago (2005) indicated that some of the classes may not be attended for every lesson and teachers overstrained to teach large classes implied that teachers were not adequate, hence affecting the pupils' academic performance (Onyancha, et al., 2021; Asyago, 2005).

4.14.2 Bivariate Statistics

Correlation analysis was conducted to determine the strength and direction of the relationships between Headteachers' management practices and learners' academic performance in public primary schools. The Pearson Product-Moment Correlation Coefficient (r) was used to assess the linear relationships among the study variables.

According to Saunders, Lewis, & Thornhill (2003), correlation values range between -1 and +1, where +1 indicates a perfect positive relationship, -1 indicates a perfect negative relationship, and 0 signifies no relationship. Coefficients between 0.9-1.0 denote very high, 0.7-0.7 denotes high, 0.5-0.7 moderate, 0.3-0.5 low, and below 0.3 very low correlation strength. As noted by Crossman (2013), correlation implies association rather than causation.

This analysis was essential for establishing whether significant relationships existed among the independent variables (Headteachers management practices) and dependent variable (KCPE mean scores) before conducting regression analysis as recommended by Tabachnick & Fidell (2013).

The correlation analysis for Headteachers (Appendix VIII – Table 1) revealed staffing had a moderate positively significant correlation ($r = 0.542$, $p < 0.01$) with KCPE mean scores, and a moderate positive significant correlation ($r = 0.491$, $p < 0.01$) with controlling. The correlation analysis for Subject HODs (Appendix VIII – Table 2) revealed staffing had a moderate positive and significant correlation ($r = 0.536$, $p < 0.01$)

4.14.3 Multivariate Statistics

4.14.3.1 Effect of Headteachers Staffing Management Practices in Academic Programmes on Pupils' Academic Achievement

Multiple regression was used to determine the effects of Headteachers staffing management practices in academic programmes on pupils' academic achievement (KCPE mean scores) in public primary schools in West Pokot County, Kenya. Subject HOD's and pupils' results were to verify the findings of Headteachers. The results are presented in Table 4.27.

Table 4.27: A Model Summary of Headteachers Staffing Management Practices in Academic Programmes on Pupils' Academic Achievement

	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	ANOVA	
						F	Sig.
Headteachers	**1**	.956	.914	.898	.10091	55.301	.000
	Staffing	.542	.294	.270	.26934	12.464	.001
Subject HOD's	**2**	.994	.987	.987	.02794	1832.44	.000
	Staffing	.536	.287	.282	.20653	48.816	.000

b. Predictors: (Constant), Staffing

a. Dependent Variable: KCPE Mean Scores

Source: Researcher, 2017

Results in Table 4.27 indicated that the Headteachers staffing practices in academic programmes can be accounted for by $R^2 = 0.294$ which is equivalent to 29.4% for Headteachers, $R^2 = 0.287$ which is equivalent to 28.7% for Subject HOD's. In other words, all the Headteachers staffing practices activities in academic programmes can be accounted for by $R^2 = 0.294$ which is equivalent to 29.4%% for Headteachers and $R^2 = 0.287$ which is equivalent to 28.7% for subject HOD's and are in a position to represent 29.4% and 28.7% respectively and are basically accounted for by all the Headteachers staffing practices in academic programmes activities in terms of the KCPE mean grade for the schools. This means that 70.6% for Headteachers and 71.3% for subject HOD's of the variation of the KCPE mean scores cannot be explained by Headteachers staffing management practices in academic programmes alone. Therefore, there must be other variables that have an influence also.

Multiple linear regression was also used to predict the value (impact) of the independent variable (Headteachers staffing management practices) on the dependent variable (KCPE mean scores). Subject HOD's and pupils' results were to verify the findings of Headteachers. The results are presented in Table 4.28.

Table 4.28: Standardized Coefficients of Headteachers Staffing Management Practices in Academic Programmes on Pupils' Academic Achievement

		Unstandardized Coefficients		Standardized Coefficients			ANOVA	
	Model	B	Std. Error	Beta	t	Sig.	F	Sig.
Headteachers	1.(Constant)	-.062	.142		-.437	.666	108.798	.000
	Staffing	.085	.034	.127	2.533	.018		
Subject HOD	2.(Constant)	.035	.021		1.683	.095	1832.441	.000
	Staffing	.208	.005	.454	42.840	.000		

b. Predictors: (Constant), Staffing.
Dependent Variable: KCPE Mean scores

Source: Researcher, 2017

Results in Table 4.28 of the estimated standardized coefficients indicated a very weak positive relationship between Headteachers staffing practices in academic programmes and pupils' academic achievement which was statistically significant ($\beta = 0.127$, $\rho < 0.05$) with a strength of 12.7% for Headteachers and a weak positive relationship which was statistically significant ($\beta = 0.454$, $\rho = 0.000$) with a strength of 45.4% for subject HOD's.

In addition, the unstandardized coefficients indicate that a one-unit increase attracts an increase of 0.085 which is equivalent to 8.5% for Headteachers and a one-unit increase attracts an increase of 0.208 which is equivalent to 20.8% for subject HOD's of Headteachers staffing management practices in academic programmes towards the KCPE mean grades of schools.

To find out if there was a significant difference between the Headteachers staffing practices and pupils' academic achievement an ANOVA test was performed. The results ($F = 108.798$, $p = 0.000$) for Headteachers and ($F = 1832.441$, $p = 0.000$) for subject HOD's. The results showed a significant difference between the Headteachers staffing practices and pupils' academic achievement. This means that the relationship observed in the sample was unlikely to have occurred unless there really is a

relationship in the population. This could be attributed to the fact that Headteachers in West Pokot County do not have enough teachers in majority of the schools

4.14.4 The Moderating Effect of Demographic Characteristics of the Headteacher on the Relationship between the Headteachers Staffing Management Practices in Academic Programmes and Pupils' Academic Achievement in Schools

The moderating effect of demographic characteristics of the Headteachers on the relationship between the Headteachers staffing management practices in academic programmes and pupils' academic achievement was determined using PROCESS macro in SPSS. The results are presented in Appendix X.

4.14.4.1 The Moderating Effect of Experience as a Headteacher on the Relationship between Staffing Management Practices and KCPE Mean Scores

A moderation test by PROCESS Macro was run, with Headteachers staffing management practices as the predictor, KCPE mean scores as the dependent, and experience as a Headteacher as a moderator as presented in Appendix X (Table 7).

The moderation analysis examined the effect of experience as a Headteacher of the Headteacher and staffing practices on KCPE mean scores and whether experience as a Headteacher moderates the relationship between staffing practices and KCPE mean scores. The results R = .6455 indicates a strong correlation between the staffing practices and KCPE mean scores, F = 6.67, R^2 = 0.4167, p <.05 suggests that approximately 41.67% of the variance in KCPE Mean scores is explained by the Headteachers staffing practices, experience as a Headteacher and the interaction between them is significant. Further, the moderation results b= - 13.98, 95% CI [-29.10, 1.14], t= *-1.89*, p <.05, indicate there was a negative significant main effect found between staffing practices and KCPE mean scores, and the results b= 7.17, CI [-. 825, 13.52], t= 2.31, p <.05 indicating positive significant main effect of experience as a

Headteacher on KCPE mean scores. There was a significant interaction *b*= 14.03, CI [2.12, 25.94], t= 2.41, *p*< .05 found by experience as Headteacher on perceived staffing practices and KCPE mean scores. At low levels, (*b*= -1.13, CI [- 49.92, -9.87], t= -3.06, *p* <.05) the participants who reported lower levels of experience as Headteacher the influence of staffing practices was negative but minimal on KCPE mean scores when compared to average or higher than average levels of experience as a Headteacher (*b*= -13.98, CI [-29.10, 1.14], t= -.89, *p* >.05, *b*= 1.93, CI [-18.59, 22.45], t= .193, *p* >.05, respectively).

4.14.4.2 The Moderating Effect of Teaching Experience of the Headteachers on the Relationship between Staffing Practices and KCPE Mean Scores

A moderation test by PROCESS Macro was run, with Headteachers staffing management practices as the predictor, KCPE mean scores as the dependent, and teaching experience as a moderator. The results are presented in Appendix X (Table 8).

The moderation analysis examined the effect of teaching experience and staffing practices on KCPE mean scores and whether teaching experience moderates the relationship between staffing practices and KCPE mean scores. The results R = .4623 indicates a moderate positive correlation between the staffing practices and KCPE mean scores, F = 2.54, R^2 = 0.2138, *p* <.05 suggests that approximately 21.38% of the variance in KCPE Mean scores is explained by the Headteachers staffing practices, teaching experience and the interaction between them are not significant. Further, the moderation results *b*= - 20.74, 95% CI [-39.29, - 2.18], t= *-2.29*, *p* <.05, suggesting a significant main effect negative effect between staffing practices and KCPE mean scores, and the results *b*= -4.80, CI [- 12.99, 3.39], t= - 1.20, *p* >.05 indicating a negative non-significant main effect of teaching experience on KCPE mean scores. There was a non-significant interaction *b*= 10.86, CI [- 10.93, 32.65], t= 1.02, *p*> .05

found by teaching experience on perceived staffing practices and KCPE mean scores. At low levels, (*b*= -31.58, CI [- 64.89, 1.74], t= -1.94, *p* >.05) the participants who reported lower levels of teaching experience the influence of staffing practices was negative and non-significant when compared to average or higher than average levels of experience as a Headteacher (*b*= -20.74, CI [-39.29, - 2.18], t= -2.29, *p* <.05, *b*= -11.91, CI [- 32.39, 8.56], t= - 1.91, *p* >.05, respectively) showing a significant negative relationship at average levels and a positive non-significant relationship at high levels.

4.14.4.3 The Moderating Effect of Academic Qualifications of the Headteachers on the Relationship between Staffing Practices and KCPE Mean Scores

A moderation test by PROCESS Macro was run, with Headteachers staffing management practices as the predictor, KCPE mean scores as the dependent, and academic qualifications of the Headteachers as a moderator as presented in Appendix X (Table 9).

The moderation analysis examined the effect of academic qualifications of the Headteacher and staffing practices on KCPE mean scores and whether academic qualifications of Headteacher moderates the relationship between staffing practices and KCPE mean scores. The results R = .4899 indicates a moderate correlation between the staffing practices and KCPE mean scores, F = 2.95, R^2 = 0.2400, *p* = .05 suggests that approximately 24% of the variance in KCPE Mean scores is explained by the Headteachers staffing practices, academic qualifications and the interaction between them and is significant.

Further, the moderation results *b*= - 22.00, 95% CI [-39.46, - 4.53], t= *-2.58*, *p* <.05, indicate there was a negative significant main effect found between staffing practices and KCPE mean scores, and the results *b*= -7.85, CI [- 18.00, 2.30], t= - 1.58, *p* >.05 indicating a negative non-significant main effect of experience as a Headteacher on

KCPE mean scores. There was a non-significant interaction *b*= 6.54, CI [-14.34, 27.43], t= .6418, *p*> .05 found by academic qualifications on perceived staffing practices and KCPE mean scores. At low levels, (*b*= -27.45, CI [- 54.24, -.659], t= -2.10, *p* <.05) the participants who reported lower levels of academic qualifications the effect of staffing practices was negative but significant when compared to average or higher than average levels of academic qualifications (*b*= -22.00, CI [-39.46, -4.53], t= -2.58, *p*<.05, *b*= .833, CI [-38.85, 5.76], t= -1.52, *p* >.05, respectively). This means that at lower levels of academic qualifications of the Headteachers, poor staffing has a strong negative impact on KCPE mean scores and the effect of staffing on KCPE Mean scores is negative and significant showing a relationship between staffing and KCPE outcomes at average levels of academic qualifications.

4.14.5 Testing Hypotheses of Headteachers Staffing Management Practices in Academic Programmes on the KCPE Mean Scores by Simple Linear Regression

Hypotheses three ($H_0$3) stated that: *Headteachers staffing management practices in academic programmes has no significant effect on pupils' academic achievement in West Pokot County, Kenya.*

Subject HOD's were used to verify the findings of Headteachers. Results are presented in Table 4.29.

Table 4.29: Standardized Coefficients for Testing Hypotheses of Headteachers Staffing Management Practices in Academic Programmes on the KCPE Mean Scores

		Unstandardized Coefficients		Standardized Coefficients			ANOVA	
	Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**	**F**	**Sig.**
Headteachers	**(Constant)**	1.245	.211		5.900	.000		
	Staffing	.364	.103	.542	3.530	.001	12.464	.001
Subject HOD	**(Constant)**	1.472	.068		21.651	.000		
	Staffing	.246	.035	.536	6.987	.000	48.816	.000

a. Predictors: (Constant), Staffing
b. Dependent Variable: KCPE Mean Scores

Source: Researcher, 2017

Consequently, the estimated standardized coefficients in Table 4.29 revealed that there was a moderately strong positive effect between Headteachers staffing management practices in academic programmes and pupils' academic achievement which were statistically significant ($\beta = 0.542$, $\rho = 0.001$) with a strength of 54.2% and a moderately strong positive effect between Headteachers staffing management practices in academic programmes and pupils' academic achievement which were statistically significant ($\beta = 0.536$, $\rho = 0.000$) with a strength of 53.6% for subject HOD's. Therefore, the null hypothesis was rejected.

In addition, the unstandardized coefficients indicate that a one-unit increase attracts an increase of 0.364 which is equivalent to 36.4% of the Headteachers staffing management practices in academic programmes towards the KCPE mean scores of schools for Headteachers and a one-unit increase attracts an increase of 0.246 which is equivalent to 24.6% of the Headteachers staffing management practices in academic programmes towards the KCPE mean scores of schools for subject HOD's.

4.14.6 Discussion of the Findings

The correlation analysis revealed that Headteachers' staffing management practices had a moderate, positive, and significant correlation with learners' academic performance ($r = .542$, $p < .01$ for Headteachers and with controlling practices ($r = .491$, $p < .01$). For subject HODs, staffing showed a moderate positive and significant correlation with KCPE mean scores ($r = .536$, $p < .01$).

These findings suggest that effective staffing practices- such as ensuring adequate teacher deployment, equitable workload distribution, and continuous teacher development-are associated with improved pupil outcomes. This supports Enanoza & Abao (2014), who emphasized that staffing involves recruiting and placing qualified personnel in appropriate positions at the right time to achieve organizational objectives. Similarly, Hanushek & Rivkin (2010) and Chetty, Friedman, & Rockoff (2014) found that teacher quality is a critical determinant of student performance and long-term academic outcomes.

This suggests that effective staffing improves instructional continuity, reduces teacher workload pressure, and enhances teacher engagement- factors that translate to better outcomes. These results align with current evidence that teacher workforce quality and stability are crucial drivers of student learning, particularly in-low resource contexts (Darling-Hammond, 2017; OECD, 2018, UNESCO, 2021), further emphasizing that improving learning in sub-Saharan Africa depends significantly on effective deployment and professional support of teachers rather than simply increasing access to schooling.

Thus, staffing practices are meaningful contributor to academic achievement. This pattern also aligns with recent research showing that teacher availability and stability

are among the strongest predictors of learning outcomes, especially in underserved regions like West Pokot County, Kenya (UNESCO, 2021; World Bank, 2022).

In the context of West Pokot County, Kenya, the positive correlations imply that schools with stronger staffing mechanisms-particularly those that attract, retain, and develop competent teachers-tend to achieve higher KCPE results. However, the moderate strength of these correlations also indicates that staffing practices alone cannot fully explain variations in performance, possibly due to persistent teacher shortages, unequal distribution, or limited professional development opportunities.

The simple linear regression further investigated the predictive power of staffing practices on KCPE mean scores of schools. Results showed that staffing practices explained 29.4% of the variance in KCPE mean scores when Headteachers self-reports were used, and 28.7% when HODs reports were considered. This suggests that approximately one-third of academic performance outcomes in the sampled schools can be attributed to how staffing is managed- while remaining portion is influenced by other factors such as teacher competency, availability of learning resources, school leadership, and socio-economic context (World Bank, 2018; Uwezo, 2020). This indicates that, even in contexts where resources are limited, how staff are allocated and supported remains a critical determinant of learners' achievement.

Further, schools where Headteachers planned staffing strategically demonstrated better learner performance than schools where staffing was reactive or constrained by shortages. These findings are consistent with evidence that school-level management influences students' mastery of foundational literacy and numeracy particularly in sub-Saharan Africa (Bold et al., 2018; OECD, 2020).

The standardized coefficients showed that staffing had a weak but significant positive effect ($\beta = .127$, $p < .05$ for Headteachers and a moderate, significant positive effect $\beta = .454$, $p < .001$ for HODs). A one-unit increase in staffing practices was associated with an 8.5% increase in pupils' academic performance for Headteachers and a 20.8% increase for HODs. However, the standardized effect was weaker among Headteachers compared to HODs. One likely interpretation is that Headteachers tend to evaluate staffing with administrative focus, while HODs interact closely with classroom-level instructional realities and observe the direct instructional consequences of staffing decisions-a pattern also noted in Grissom, Egalite, & Lindsay (2021).

These findings are consistent with Hanushek, Piopiunik, & Wiederhold (2019), who reported that the quality and adequacy of teaching staff are essential for improving learning outcomes. Similarly, Araujo, Carneiro, Cruz-Aguayo, & Schady (2016) demonstrated that teacher effectiveness significantly impacts student achievement in low-income settings. The findings therefore highlight the importance of teacher availability, competency, and motivation in determining school success.

In West Pokot County, however, many schools experience chronic teacher shortages, particularly in remote areas. This challenge may weaken the effectiveness of staffing practices despite the observed statistical significance, thereby constraining academic achievement.

The moderation analysis assessed the role of Headteachers' demographic characteristics in strengthening or weakening the effect of staffing practices on academic achievement. Firstly, experience in Headship was the significant moderator. More experienced Headteachers showed better KCPE outcomes, even under similar constraints. The moderation analysis revealed a strong correlation between staffing

practices and KCPE mean scores ($R = 0.6455$, $R^2 = 0.4167$, $F = 6.67$, $p < 0.05$). Experience in Headship had a significant positive main effect on academic performance ($b = 7.17$, $p < 0.05$) and a significant interaction effect ($b = 14.03$, $p < 0.05$).

This also meant that staffing practices were more effective in improving KCPE performance when the Headteacher had high administrative experience. These Headteachers are adept at allocating teachers strategically, supervising lesson delivery, and managing challenges such as absenteeism, which in turn supports improved learner engagement and performance Grissom, Egalite, and Lindsay (2020) found that school leadership experience enhances instructional quality and student achievement, particularly in low-resource schools.

At low levels of experience in Headship, the effect of staffing on KCPE scores was negative and significant ($b = -1.13$, $p < 0.05$), suggesting that inexperienced Headteachers may not manage staffing effectively, leading to weaker academic outcomes and schools led by less-experienced Headteachers did not benefit from staffing activities.

At average and higher levels of experience, the negative relationship diminishes, implying that experienced Headteachers can mitigate staffing challenges and improve school performance through better teacher deployment, mentorship, and supervision. More experienced Headteachers therefore, are better able to deploy teachers strategically, manage workloads, and improve instructional organization. This aligns with research stating that experienced leaders demonstrated greater instructional influence and better staff utilization efficiency (Grissom et al., 2021).

This finding supports Kapur (2018), who argued that effective staffing requires leadership experience to ensure that the right people are placed in the right roles. It also

aligns with Saga (2025), who emphasized that leadership experience enhances management efficiency and strategic human resource utilization in educational institutions.

The moderation results on teaching experience indicated a moderate positive correlation ($R = 0.4623$, $R^2 = 0.2138$, $F = 2.54$, $p < 0.05$). The main effect of staffing on KCPE performance was negative and significant ($b = -20.74$, $p < 0.05$), while the interaction between staffing and teaching experience was not significant ($b = 10.86$, $p > 0.05$). At low levels of teaching experience, staffing had a negative but non-significant effect, and at average levels, the relationship remained negative and significant, whereas at high levels, it turned positive but non-significant. This suggests that teaching experience alone does not substantially moderate the relationship between staffing and performance. However, it slightly reduces the negative impact of poor staffing.

These results imply that quality of experience-in terms of pedagogical competence and adaptability-may matter more than the duration of teaching experience, echoing findings by Chett et al. (2014) and Jackson (2012) that teacher quality, not tenure, is the most critical determinant of student achievement.

Teaching experience did not significantly moderate the relationship. This means having taught for many years does not automatically translate into administrative skill (Bush & Ng, 2019). This indicates that classroom experience does automatically translate to strategic instructional leadership, which is necessary to influence schoolwide learning outcomes. Bush & Glover (2023) similarly argue that administrative leadership skills-not tenure-drive improvements in learner performance.

The moderation analysis showed a moderate correlation ($R = 0.4899$, $R^2 = 0.2400$, $F = 2.95$, $p < 0.05$). The main effect of staffing on KCPE performance was negative and

significant (b = - 22.00, $p < 0.05$). At low levels of academic qualifications, staffing had a strong negative and significant effect (b = - 27.45, $p < 0.05$), indicating that poor staffing disproportionately affects schools led by less qualified Headteachers. At average levels, the negative relationship persisted, while at high qualification levels, the effect became weak and non-significant.

This pattern suggests that higher qualifications can buffer the adverse effects of staffing deficiencies, possibly due to better management competence or professional networks. This finding resonates with Onyali et al. (2018), who argued that staffing qualified personnel helps standardize the education system and enhance learner achievement. This supports the findings that instructional leadership capacity improves with educational attainment (Pont, Nusche, & Moorman, 2020). This is consistent with Pont et al. (2020), who affirm that leaders with stronger academic preparation improve school learning conditions and learner performance outcomes

The third hypothesis H_{03} stated that *Headteachers' staffing management practices in academic programmes have no significant effect on learners' academic performance in public primary schools in West Pokot, Kenya*.

The regression analysis results indicated significant positive effects for both Headteachers ($\beta = 0.542$, $t = 3.530$, $p = 0.000$) and subject HODs ($\beta = 0.536$, $t = 6.987$, $p = 0.000$). The null hypothesis was therefore rejected, confirming that staffing management practices significantly influenced pupils' academic achievement. A one-unit increase in staffing practices led to a 36.4% increase in KCPE mean scores for Headteachers and a 24.6% increase for HODs. These findings concur with Hnushek, et al. (2019), who emphasized that effective staffing-through careful recruitment, deployment, and teacher support-directly improves student outcomes.

In the context of West Pokot County, the results underscore that improving teacher recruitment, professional development, and retention are essential strategies for improving school performance, especially in under-resourced regions.

4.15 Objective 4: Headteachers Directing Management Practices in Academic Programmes and Pupils Academic Achievement

The fourth objective was to assess the effect of Headteachers directing management practices in academic programmes on academic achievement of pupils in public primary schools in West Pokot County, Kenya. The null hypothesis stated that there is no statistically significant effect between Headteachers' directing management practices in academic programmes and learners' academic performance in public primary schools in West Pokot County, Kenya.

4.15.1 Univariate Statistics

The study participants were presented with statements on Headteachers directing management practices activities in academic programmes of the Headteachers in schools. Subject HOD's were used to verify the findings of Headteachers and therefore answered a similar set of questions on the various sections. Results of Headteachers and subject HOD's are presented in Table 4.30.

Table 4.30: Headteachers Directing Management Practices Activities in Academic Programmes in Schools

Statement	Responses			
	HT		HOD's	
	F	%	F	%
The headteacher issues orders and instructions to staff to ensure academic programmes are running as per planned targets	31	96.9	116	93.6
The headteacher supervises all the activities in the school including the teachers work	26	81.3	114	91.9
The headteacher does physical classroom inspection when teaching is going on	28	87.5	107	86.2
The headteacher motivates teachers and creates the willingness to work for certain objectives	31	96.9	109	87.9
The Headteacher ensures there is proper communication with all members of the school regarding plans and their implementation	29	90.6	113	91.1
Through leadership the headteacher influences teacher behavior	30	95.7	111	89.5
Through leadership the headteacher influences pupil behavior	32	100.0	116	93.6
The headteacher empowers & inspires teachers through appropriate use of resources	32	100.0	117	94.4
The headteacher provides direction on school activities	31	96.9	118	95.2
The headteacher coordinates all school activities	31	96.9	119	96.0
The headteacher supervises all school activities	32	100.0	117	94.3
The headteacher keeps a record of teacher attendance	32	100.0	119	95.9

Source: Researcher, 2017

Results by 31 Headteachers (96.9%) and 114 HOD's (93.6%) show that all the Headteachers in schools issued orders and instructions to staff to ensure academic programmes are running as per planned targets. This means that there are powers vested in the Headteachers as leaders and managers of the schools which the Headteachers of West Pokot County public primary schools seem to be doing well.

This finding is supported by Kapur (2018) who observed that Headteachers directing management practices involves telling people what to do and seeing that they do it as best as they can or it is a management practice of leading the teachers, pupils and support staff to perform efficiently and productively (Kapur, 2018).

Results by 26 Headteachers (81.3%) and 114 HOD's (91.9%) indicated that supervision of all the activities in the school including the teachers' work is done by the Headteachers. This means that majority of the Headteachers in West Pokot County do

not delegate responsibilities of supervision to their teachers. This could suggest that the Headteachers of these schools do not embrace team work and trust that is supposed to drive the activities of the school.

These results contradict reviewed literature by Strauss (2013) who stated that successful Headteachers share responsibility of instructional leadership with their teachers through teamwork, and mutual cooperation, which is an exercise of collegial leadership.

Consequently, results by 26 Headteachers (81.3%) and 107 HOD's (86.2%) indicated that the Headteachers did physical classroom inspection when teaching was going on. This means that the Headteachers in West Pokot County were concerned with what goes on in class to ensure there was quality of teaching and learning in the school. This could suggest that the Headteachers physical classroom inspection is a monitoring tool to monitor teacher attendance of lessons to ensure teaching and learning is done for effective coverage of the syllabus.

The QUASO and TSC SCDE also indicated that: *"we sometimes do monitor of teaching and learning in the public primary schools to ensure quality standards are maintained. However, in some schools the teaching standards were low as a result of understaffing and lack of facilities in these schools.* However, from Table 4.6 this has not been effective in terms of improvement of the mean scores of pupils in the county. According to reviewed literature in a study by Ndirangu (2015) class visitations had an impact on the performance of pupils. This finding is supported by Kigotho (2011) who observed that teachers' absenteeism results to lost quality teaching/learning time and consequently a decline in academic performance.

Further, results by 31 Headteachers (96.9%) and 109 subject HOD's (87.9%) indicated that the Headteachers motivated teachers whose subjects had shown excellent

performance in the pupils' national examination and even recommended them for promotion. This could suggest that the awarding of teachers for pupils' excellent performance in national examinations were the common ways of motivating teachers and this created the willingness to work for certain objectives. This was also meant to make the teachers to deliver the content better, compete among subjects improving pupil performance, enhance teachers' morale to teach and also feel appreciated for the performance achieved. This finding however, is not reflected on the performance of the pupils in West Pokot County as shown in Table 4.9.

Further, results by Headteachers (100%) and HOD's (95.9%) indicated that all the Headteachers of schools kept a record of teacher attendance by clocking in and out of the school through signing. This means that the Headteachers were keen on ensuring school and classroom attendance of teachers. This could suggest that the requirement of the TPAD for all Headteachers and teachers as stipulated by the TSC that a record should be kept for teacher attendance is being implemented by the Headteachers. The TSC SCDE indicated that: *"Headteachers of public primary schools in the County should improve on the implementation of the TPAD in their schools in terms of teacher attendance because of many cases of absenteeism which make learners loose learning hours".*

4.15.2 Bivariate Statistics

Correlation analysis was conducted to determine the strength and direction of the relationships between Headteachers' management practices and learners' academic performance in public primary schools. The Pearson Product-Moment Correlation Coefficient (r) was used to assess the linear relationships among the study variables.

According to Saunders, Lewis, & Thornhill (2003), correlation values range between -1 and +1, where +1 indicates a perfect positive relationship, -1 indicates a perfect

negative relationship, and 0 signifies no relationship. Coefficients between 0.9-1.0 denote very high, 0.7-0.7 denotes high, 0.5-0.7 moderate, 0.3-0.5 low, and below 0.3 very low correlation strength. As noted by Crossman (2013), correlation implies association rather than causation.

This analysis was essential for establishing whether significant relationships existed among the independent variables (Headteachers management practices) and dependent variable (KCPE mean scores) before conducting regression analysis as recommended by Tabachnick & Fidell (2013).

The correlation analysis for Headteachers (Table 4.16) revealed directing had a high positively significant correlation ($r = 0.791$, $p < 0.01$) with KCPE mean scores, a moderate positive significant correlation ($r = 0.508$, $p < 0.01$) with organizing, and a moderate positive significant correlation ($r = 0.632$, $p < 0.05$) with controlling practices. Age had a weak positive significant correlation ($r = 0.375$, $p < 0.05$) with directing.

The correlation analysis for Subject HODs (Table 4.17) revealed directing had a moderate positive and significant correlation ($r = 0.503$, $p < 0.01$) with KCPE mean scores, a weak negative significant correlation ($r = - 0.415$, $p < 0.05$) with academic qualifications.

4.15.3 Multivariate Statistics

4.15.3.1 Effect of Headteachers Directing Management Practices in Academic Programmes on Pupils' Academic Achievement

Multiple linear regression was used to determine the effects of Headteachers directing management practices in academic programmes on pupils' academic achievement (KCPE mean scores) in public primary schools in West Pokot County, Kenya. Subject

HOD's and pupils' results were to verify the findings of Headteachers. The results are presented in Table 4.31.

Table 4.31: A Model Summary of Headteachers Directing Management Practices in Academic Programmes on Pupils' Academic Achievement

						ANOVA	
	Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**	**F**	**Sig.**
Headteachers	**1**	.956	.914	.898	.10091	55.301	.000
	Directing	.791	.625	.613	.19615	50.062	.000
Subject HOD's	**2**	.994	.987	.987	.02794	1832.44	.000
	Directing	.503	.253	.247	.21149	40.940	.000

b. Predictors: (Constant), Directing practices
a. Dependent Variable: KCPE Mean Scores

Source: Researcher, 2017

Results in Table 4.31 indicated that the Headteachers directing management practices in academic programmes can be accounted for by $R^2 = 0.625$ which is equivalent to 62.5% for Headteachers and $R^2 = 0.253$ which is equivalent to 25.3% for subject HOD's. In other words, all the Headteachers directing management practices in academic programmes can be accounted for by $R^2 = 0.625$ which is equivalent to 62.5% for Headteachers and $R^2 = 0.253$ which is equivalent to 25.3% for subject HOD's are in a position to represent 62.5% and 25.3% respectively and are basically accounted for by all the Headteachers directing management practices in academic programmes activities in terms of the KCPE mean grade for the schools. This means that 37.5% for Headteachers and 74.7% for subject HOD's of the variation of the KCPE mean scores cannot be explained by the Headteachers directing management practices in academic programmes alone. Therefore, there must be other variables that have an influence also.

Multiple linear regression was used to predict the value of the independent variable (Headteachers directing management practices) on the dependent variable (KCPE mean scores). Subject HOD's and pupils' results were to verify the findings of Headteachers. The results are presented in Table 4.32.

Table 4.32: Standardized Coefficients of Headteachers Directing Management Practices in Academic Programmes on Pupils' Academic Achievement

		Unstandardized Coefficients		Standardized Coefficients			ANOVA	
	Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**	**F**	**Sig.**
Headteachers	1.(Constant)	-.062	.142		-.437	.666	108.80	.000
	Directing	.103	.019	.304	5.454	.000		
Subject HOD	2.(Constant)	.035	.021		1.683	.095	1832.44	.000
	Directing	.193	.005	.434	41.114	.000		

b. Predictors: (Constant), Directing.
Dependent Variable: KCPE Mean Scores

Source: Researcher, 2017

Results in Table 4.32 of the estimated standardized coefficients indicated a weak positive relationship between the Headteachers directing management practices in academic programmes and pupils' academic achievement which was statistically significant ($\beta = 0.304$, $\rho = 0.000$) with a strength of 30.4% for Headteachers and a weak positive relationship which was statistically significant ($\beta = 0.434$, $\rho = 0.000$) with a strength of 43.4% for subject HOD's. Thus, the null hypothesis was rejected and concluded that the Headteachers directing management practices in academic programmes had a significant effect on the KCPE mean grades of schools. In addition, the unstandardized coefficients indicate that a one-unit increase attracts an increase of 0.103 which is equivalent to 10.3% for Headteachers and a one-unit increase attracts an increase of 0.193 which is equivalent to 19.3% of the Headteachers directing management practices in academic programmes towards the KCPE mean grades of schools.

To find out if there was a significant difference between the Headteachers directing management practices and pupils' academic achievement an ANOVA test was performed. The results (F =108.798, *p* =0.000) for Headteachers and (F =1832.441, *p* =0.000) for subject HOD's. The results showed that there was a significant difference between the Headteachers directing management practices and pupils' academic achievement. This means that the relationship observed in the sample was unlikely to have occurred unless there really is a relationship in the population.

4.15.4 The Moderating Effect of Demographic Characteristics of the Headteacher on the Relationship between the Headteachers Directing Management Practices in Academic Programmes and Pupils' Academic Achievement

The moderating effect of demographic characteristics of the Headteachers on the relationship between the Headteachers directing management practices in academic programmes and pupils' academic achievement was determined using PROCESS macro in SPSS. The results are presented in Appendix X.

4.15.4.1 The Moderating Effect of Experience as a Headteacher of the Headteachers on the Relationship between Directing Management Practices and KCPE Mean Scores

A moderation test by PROCESS Macro was run, with Headteachers directing management practices as the predictor, KCPE mean scores as the dependent, and experience as a Headteachers as a moderator. The results are presented in Appendix X (Table 10).

The moderation analysis examined the effect of experience as a Headteachers and directing practices on KCPE mean scores and whether experience as a Headteachers moderates the relationship between directing practices and KCPE mean scores. The

results R = .4805 indicates a moderate correlation between the directing practices and KCPE mean scores, F = 2.80, R^2 = 0.2308, p <.05 suggests that approximately 23.08% of the variance in KCPE Mean scores is explained by the Headteachers directing practices, experience as a Headteacher and the interaction between them and is significant. Further, the moderation results *b*= - 3.26, 95% CI [-12.28, 5.76], t= - .*741*, p >.05, indicate there was a negative non-significant main effect found between directing practices and KCPE mean scores, and the results *b*= 10.10, CI [2.84, 17.36], t=2.85, p <.05 indicating a positive significant main effect of experience as a Headteacher on KCPE mean scores. There was a non-significant interaction *b*= .709, CI [-6.74, 8'16], t= .195, p> .05 found by experience as a Headteacher on perceived directing practices and KCPE mean scores. At low levels, (*b*= -4.07, CI [- 17.68, 9.55], t= - .612, p >.05) the participants who reported lower levels of experience as a Headteacher the effect of directing practices was negative and non-significant indicating that experience as a Headteacher and directing does not have a significant impact on KCPE outcomes. when compared to average or higher than average levels of academic qualifications (*b*= -3.26, CI [-12.28, 5.76], t= -. 741, *p*>.05, *b*= -2.46, CI [-13.42, 8.50], t= - .460, p >.05, respectively).

4.15.4.2 The Moderating Effect of Teaching Experience of the Headteachers on the Relationship between Directing Practices and KCPE Mean Scores

A moderation test PROCESS Macro was run, with Headteachers directing management practices as the predictor, KCPE mean scores as the dependent, and teaching experience of the Headteachers as a moderator as presented in Appendix X (Table 11).

The moderation analysis examined the effect of teaching experience of the Headteacher and directing practices on KCPE mean scores and whether teaching experience of Headteacher moderates the relationship between directing practices and KCPE mean

scores. The results R = .2903 indicates a weak correlation between the directing practices and KCPE mean scores, F = .859, R^2 = .0843, p > .05 suggests that approximately 8.43% of the variance in KCPE Mean scores is explained by the Headteachers directing practices, teaching experience and the interaction between them is significant. Further, the moderation results *b*= 4.72, 95% CI [-8.55, 17.99], t= *729*, *p* >.05, indicate there was a positive non-significant main effect found between directing practices and KCPE mean scores, and the results *b*= -8.18, CI [- 18.67, 2.31], t= - 1.6, *p* >.05 indicating a negative non-significant main effect of teaching experience on KCPE mean scores. There was a non-significant interaction *b*= - 5.39, CI [-22.60, 11.82], t= .642, *p*> .05 found by teaching experience on perceived directing practices and KCPE mean scores. At low levels, (*b*= 10.10, CI [- 17.70, 37.91], t= .745, *p* >.05) the participants who reported lower levels of teaching experience the effect of directing practices was negative but non-significant when compared to average or lower than average levels of teaching experience (*b*= 4.72, CI [-8.55, 17.99], t= .729, *p*>.05, *b*= .342, CI [-10.88, 11.56], t= .06, *p* >.05, respectively). This means that at average and lower levels than the average of teaching experience of Headteachers, the directing effect reduces but non-significant on KCPE mean scores.

4.15.4.3 The Moderating Effect of Academic Qualifications of the Headteachers on the Relationship between Directing Practices and KCPE Mean Scores

A moderation test by PROCESS Macro was run, with Headteachers directing management practices as the predictor, KCPE mean scores as the dependent, and academic qualifications of the Headteachers as a moderator. The results are presented in Appendix X (Table 12).

The moderation analysis examined the effect of academic qualifications of the Headteacher and directing practices on KCPE mean scores and whether academic

qualifications of Headteacher moderates the relationship between directing practices and KCPE mean scores. The results R = .2785 indicates a weak correlation between the directing practices and KCPE mean scores, F = .785, R^2 = .0726, p > .05 suggests that approximately 7.26% of the variance in KCPE Mean scores is explained by the Headteachers directing practices, academic qualifications and the interaction between them and is non-significant.

Further, the moderation results b= - 1.93, 95% CI [-11.59, 7.73], t= -*.409*, p >.05, indicate there was a negative noon-significant main effect found between directing practices and KCPE mean scores, and the results b= -7.42, CI [- 18.11, 3.28], t= - 1.42, p >.05 indicating a negative non-significant main effect of academic qualification on KCPE mean scores. There was a non-significant interaction b= 3.75, CI [-7.29, 14.78], t= .6951, p> .05 found by academic qualifications on perceived directing practices and KCPE mean scores. At low levels, (b= -5.05, CI [- 19.33, 9.23], t= -724, p >.05) the participants who reported lower levels of academic qualifications the effect of directing practices was negative but non-significant when compared to average or higher than average levels of academic qualifications (b= -1.93, CI [-11.59, 7.73], t= -.409, p>.05, b= 1.19, CI [-11.12, 13.51], t= .198, p >.05, respectively). This means that at higher levels of academic qualifications of the Headteachers, the effect academic qualification and directing practices has a non-significant effect.

4.15.5 Testing Hypotheses of Headteachers Directing Management Practices in Academic Programmes on the KCPE Mean Scores by Simple Linear Regression

Hypotheses four ($H_0$4) stated that: *Headteachers directing management practices in academic programmes has no significant effect on pupils' academic achievement in West Pokot County, Kenya.*

Subject HOD's were used to verify the findings of Headteachers. The results are presented in Table 4.33.

Table 4.33: Standardized Coefficients for Testing Hypotheses of Headteachers Directing Management Practices in Academic Programmes on the KCPE Mean Scores by Simple Linear Regression

		Unstandardized Coefficients		Standardized Coefficients			ANOVA	
	Model	B	Std. Error	Beta	t	Sig.	F	Sig.
Headteachers	**(Constant)**	1.447	.082		17.714	.000		
	Directing	.268	.038	.791	7.075	.000	50.062	.000
Subject HOD	**(Constant)**	1.509	.068		22.066	.000		
	Directing	.224	.035	.503	6.398	.000	40.940	.000

a. Predictors: (Constant), Directing
b. Dependent Variable: KCPE Mean Scores

Source: Researcher, 2017

Consequently, the estimated standardized coefficients in Table 4.36 revealed that there was a strong positive effect between the Headteachers directing management practices in academic programmes and pupils' academic achievement which were statistically significant ($\beta = 0.791$, $\rho = 0.000$) with a strength of 79.1% for Headteachers and a moderately strong positive relationship between the Headteachers directing management practices in academic programmes and pupils' academic achievement which were statistically significant ($\beta = 0.503$, $\rho = 0.000$) with a strength of 50.3% for Subject HOD's. The null hypothesis was therefore rejected.

In addition, the unstandardized coefficients indicate that a one-unit increase attracts an increase of 0.268 which is equivalent to 26.8% of the Headteachers directing management practices in academic programmes towards the KCPE mean scores of schools for Headteachers and a one-unit increase attracts an increase of 0.224 which is

equivalent to 22.4% of the Headteachers directing management practices in academic programmes towards the KCPE mean scores of schools for subject HOD's.

4.15.6 Discussion of the Findings

The correlation results revealed that Headteachers' directing management practices were strongly and positively correlated with learners KCPE mean scores ($r = 0.791$, $p < 0.01$), indicating that schools with more effective directing practices tend to achieve higher academic outcomes. Moreover, directing was moderately and positively correlated with organizing ($r = 0.508$, $p < 0.01$) and controlling ($r = 0.632$, $p < 0.05$) practices, suggesting that these management functions operate interdependently in enhancing school performance. A weak but significant correlation between age and directing ($r = 0.375$, $p < 0.05$) implied that older Headteachers were likely to apply directing skills effectively.

Among subject HODs, directing had a moderate positive correlation with KCPE mean scores ($r = 0.503$, $p < 0.01$) but a weak negative correlation with academic qualifications ($r = - 0.415$, $p < 0.05$). This suggests that while effective direction enhances academic outcomes, highly qualified HODs may emphasize other leadership dimensions, potentially reducing reliance on directive management styles (Koech & Namusonge, 2021; Muriithi, 2022).

These findings align with Kapur (2018) and Oketch & Ngware (2020), who emphasized that effective directing entails communication, motivation, and leadership that inspire teachers and learners towards performance goals.

The regression model showed that directing management practices explained 62.5% ($R^2 = 0.625$) of the variance in learners' KCPE mean scores among Headteachers and 25.3% ($R^2 = 0.253$) among subject HODs. This implies that directing practices

substantially predict academic achievement but other contextual factors account for the remaining variance. The standardized coefficients revealed a weak but significant positive relationship between directing and KCPE mean scores ($\beta = 0.304$, $p < 0.001$) for Headteachers and ($\beta = 0.434$, $p < 0.001$) for subject HODs. The unstandardized coefficients indicated that a one-unit increase in directing practices led to a 10.3% improvement in performance for Headteachers and a 19.3% improvement for HODs.

The ANOVA results ($F = 108.798$, $p = 0.000$ for Headteachers; $F = 1832.441$, $p = 0.000$ for subject HODs) confirmed that the model was statistically significant, meaning directing practices significantly influenced KCPE outcomes. This supports the view of Bush & Glover (2019) and Leithwood et al. (2020) that directive instructional leadership- through clear communication, coordination, and motivation-positively impacts learner outcomes when appropriately balanced with participative strategies.

In the moderation results, experience in Headship had a positive and significant main effect on KCPE mean scores ($b = 10.10$, $p < 0.05$), but the interaction with directing was not significant ($b = 0.709$, $p > 0.05$). The moderation model yielded $R = 0.4805$, $R^2 = 0.2308$, and $F = 2.08$, $p > 0.05$, indicating that 23.08% of the variance in KCPE mean scores was explained by directing practices, experience, and their interaction. This shows that experience did not moderate the relationship between directing practices and academic achievement.

At low, average, and high levels of experience, the effect of directing practices on KCPE outcomes remained weak and non-significant ($b = -4.07$ to -2.46, $p > 0.05$). Despite this experience itself had a significant positive main effect ($b = 10.10$, $p < 0.05$), suggesting that experienced Headteachers directly contribute to better academic outcomes, even if they do noy alter the strength of the directing-achievement relationship.

This implies that while experienced Headteachers enhance academic performance, experience in Headship does not necessarily strengthen or weaken the impact of directing practices on KCPE outcomes. At low and average experience levels, the relationship between directing and achievement was negative and non-significant, suggesting that leadership experience independently predicts outcomes more than directive style (Day et al., 2021; Ngigi & Gichuhi, 2022).

This finding aligns with Day et al. (2021) and Harris & Jones (2021), who observed that while experience in Headship independently enhance performance, it may not significantly modify the effect of particular leadership practices such as directing. The implication is that experienced Headteachers may rely more on accumulated tacit knowledge and adoptive leadership rather than purely directive mechanisms to drive performance.

The moderation results for teaching experience indicated a weak, non-significant relationship ($R = 0.2903$, $R^2 = 0.0843$, and $F = 0.0859$, $p > 0.05$, indicating that only 8.43% of the variance in KCPE mean scores was explained by the combined effects of directing, teaching experience, and their interaction. The interaction term was non-significant ($b = -5.39$, $t = 0.642$, $p > 0.05$), showing that teaching experience does not significantly influence how directing practices affect academic outcomes. Both the main effect of directing ($b = 4.72$, $p > 0.05$), and that of teaching experience ($b = - 8.18$, $p > 0.05$) were also non-significant.

This means that teaching experience did not moderate the relationship between directing and academic performance. Neither directing practices nor their interaction with teaching experience significantly influenced KCPE mean scores. This suggests that pedagogical experience alone does not automatically translate into effective directive leadership (Odhiambo & Gitonga, 2021).

The results also imply that having long teaching experience does not necessarily make a Headteacher more effective in using directive management styles to improve learning outcomes. This agrees with Odhiambo & Gitonga (2021), who found that extensive teaching experience without leadership training does not automatically enhance school management or learner achievement. Similarly, Bush & Glover (2019) argued that leadership competence-not tenure-is the key determinant of effective instructional guidance.

The moderation results for academic qualification had a weak negative, non-significant moderating effect (R^2 = 0.0726, p > 0.05), implying that education level did not meaningfully alter the directing-achievement relationship. The model for academic qualification yielded (R = 0.2785, R^2 = 0.0726, and F = 0.785, p > 0.05, indicating that only 7.26% of the variance in KCPE mean scores was explained by the combined effects of directing, teaching experience, and their interaction. The interaction term was not significant (b = 3.75, t = 0.695, p > 0.05) showing that academic qualifications did not moderate the relationship between directing practices and learners' academic achievement.

All effects (main and interaction) were non-significant at low, average, and high qualification levels (b = - 5.05 to 1.19, p > 0.05) show that neither high nor low academic qualifications significantly influence the effectiveness of directing management. This resonates with Kibet & Ngeno (2020), who observed that higher qualifications without adequate leadership training do not necessarily translate into improved school management outcomes or learner achievement unless combined with practical administrative training and professional development in instructional leadership.

Overall, moderation results suggest that experience in Headship contributes directly to academic achievement, teaching experience and academic qualifications do not significantly moderate the directing-achievement relationship. This underscores the importance of leadership experience and targeted management training in enhancing directive capacity (Hallinger, 2020; Harris & Jones, 2021).

The null hypothesis ($H_0$4) stated that *Headteachers' directing management practices have no significant effect on learners' academic performance of public schools in West Pokot County, Kenya.*

Results from the regression coefficients indicated a strong statistically effect (β = 0.791, p = 0.000) for Headteachers; (β = 0.503, p = 0.000 for HODs). The ANOVA results (F = 50.062, p = 0.000 and F = 40.940, p = 0.000 for Headteachers and HODs respectively confirmed this significance. Therefore, the null hypothesis was rejected, affirming that directing practices significantly influence Learners' KCPE mean scores.

This finding corroborates Kapur (2018) and Luke & Mavis (2014) who identified directing as a management function encompassing communication, guidance, coordination, and motivation essential for achieving school goals. Recent evidence from Wanjala & Wambua (2023) further supports that directive leadership improves instructional focus, goal attainment, and accountability-leading to better academic results.

The findings revealed that the Headteachers directing management practices as a management practice in public primary schools of West Pokot County was being done as per expectation. However, the pupils' academic achievement of pupils in public primary schools in West Pokot County continue to register poor results. This implies that the Headteachers directing management practices have not been effective in

improving or changing the pupils' academic achievement in West Pokot County. However, the impact on the academic achievement of pupils in West Pokot County public primary schools has not been felt due to poor results as indicated in Table 4.14.

4.16 Objective 5: Headteachers Controlling Management Practices in Academic Programmes and Pupils Academic Achievement

The fifth objective was to determine the effect of the Headteachers controlling management practices in academic programmes on pupils' academic achievement in public primary schools in West Pokot County, Kenya. The null hypothesis stated that there is no statistically significant effect between Headteachers' controlling m management practices in academic programmes and learners' academic performance in public primary schools in West Pokot County, Kenya.

4.16.1 Univariate Statistics

To address this objective, the study participants were presented with various Headteachers controlling management practices activities in academic programmes. Subject HOD's and pupils were used to verify the findings of Headteachers and therefore answered a similar set of questions on the various sections.

4.16.1.1 Mode of Communication of Academic Achievement of Pupils in Schools

This section entails mode of communication of academic achievement of pupils in West Pokot County public primary schools. Subject HOD's were used to verify the findings of Headteachers and therefore answered a similar set of questions on the various sections. Results on the mode of communication of academic achievement of pupils in schools is presented in Table 4.34.

Table 4.34: Mode of Communication of Academic Achievement of Pupils in Schools

Mode of Communication	Responses					
	HT		HOD's		Pupils'	
	F	%	F	%	F	%
Report Forms	20	62.5	84	67.7	87	54.4
Notice boards	10	31.3	59	47.6	101	63.1
Pamphlets during academic meetings	8	25.0	44	35.5	63	39.4
Orally in class	25	78.1	92	74.2	117	73.1
Report Books	22	68.8	86	69.4	114	71.3

Source: Researcher, 2017

Results by 20 Headteachers (62.5%), 84 HOD's (67.7%) and 84 pupils (54.4%) on frequency of the mode of communication of academic achievement of pupils by the Headteachers indicates that Headteachers of schools used report forms communicating the academic achievement of pupils in their schools. Consequently, indicated use of. Further, 22 Headteachers (68.8%), 86 HOD's (69.4%) and 114 pupils (71.3%) indicated using of report books, 25 Headteachers (78.1%), 92 HOD's (74.2%) and 117 pupils (73.1%) also gave results orally and 10 Headteachers (31.3%), 59 HOD's (47.6%) and 101 pupils (63.1%) indicated that the notice boards were also used. Further, 8 Headteachers (25%), 44 HOD's (35.5%) and 63 pupils (39.4%) indicated that during academic meetings, the overall academic achievement of pupils was given to parents to check the academic achievement of pupils.

This means that all the Headteachers of schools did not use only one or two methods, but used different methods depending on the circumstance to ensure they give feedback to parents and pupils on the academic performance of pupils. This could suggest that all schools gave feedback to parents and pupils on the academic performance of pupils

and giving feedback to parents on the academic performance of learners was to enable follow-up on the performance of pupils by the teachers, learners and also parents. Therefore, this could also improve on the performance of pupils since they are motivated by both teachers and parents.

The Headteachers however indicated that: *"some parents are not educated and are not able to follow up on the academic performance of their children from the report forms. Parents who are not involved may not be able to follow up on the performance of their children leading to poor academic performance".* Literature review on the findings by Ndirangu (2015) revealed that parents' involvement in the education of their children had a positive impact on pupils' academic performance.

4.16.1.2 Headteachers Implementation of Controlling Management Practices Activities

This section entails the Headteachers implementation of controlling practices activities in academic programmes. Subject HOD's, QUASO and TSC SCDE and pupils were to verify the findings of Headteachers and therefore answered a similar set of questions on the various sections. The results are indicated in Table 4.35.

Table 4.35: Implementation of Headteachers Controlling Management Practices in Schools

Academic Programme Activities	Responses					
	HT		HOD's		Pupils	
	F	%	F	%	F	%
Monitoring pupils' performance progress	24	75.0	91	73.4	113	70.6
Discuss pupils' performance with teachers	24	75.0	68	54.8	107	66.9
Discuss pupils' performance with parents	19	59.4	54	43.5	75	46.9
Rewarding school academic performers	13	40.6	57	46.0	72	45.0
Reward school KCPE performers	13	40.6	42	33.9	57	35.6
Headteacher supervises teaching and learning when teaching is going on	16	50.0	36	29.0	85	53.1
Headteacher checks curriculum implementation and syllabus coverage by the teachers	21	65.6	83	66.9	0	0
Headteacher checks teacher & pupil class attendance	19	59.4	85	68.5	115	71.9
Headteacher checks teacher school attendance	25	78.1	95	76.6	120	75.0
Headteacher checks teachers' lesson books, schemes of work, registers, and records of work covered and attendance records are up to date	24	75.0	77	62.1	0	0
Headteacher ensures teacher discipline in the school	25	78.1	95	76.6	0	0
Headteacher ensures pupil discipline in school	23	71.9	98	79.0	115	71.9
Headteacher maintains teaching and learning facilities in the school	23	71.9	80	64.5	122	76.3
Headteacher participates in supervision of exams	17	53.1	55	44.4	100	62.5
Pupils' academic records are kept well in your school	26	81.3	86	69.4	111	69.4
The school organizes and conducts parents' meetings annually	20	62.5	69	55.6	55	34.4
Headteacher supports teacher efforts in school	18	56.3	75	60.5	64	40.0
Headteacher helps sustain practices that would improve learning	22	68.8	80	64.5	72	45.0
Headteacher is involved in resourcing for improving teaching and learning	24	75.0	79	63.7	50	31.3

Source: Researcher, 2017

Results by 24 Headteachers (75.0%), 91 HOD's (73.4%) and 113 pupils (70.6%) indicated that the Headteachers of schools monitored the pupil's performance progress and discussed this performance with teachers and also parents. The results by 24 Headteachers (75.0%), 68 HOD's (54.8%) and 107 pupils (66.9%) indicated that they discussed pupils' performance with teachers and only 19 Headteachers (59.4%), 54 HOD's (43.5%) and 75 pupils (46.9%) indicated that there was discussion of pupils' performance with parents. This means that most Headteachers of schools monitor pupils' performance which is supposed to improve the performance of pupils through the testing policy. This could suggest that involving the parents in the performance of

their children was important since it motivates parents to follow up on the performance of their children and parents will be able to own the academic process of the pupils thus improving performance. The Headteachers indicated that: *"parents do not discuss performance of learners with teachers and rarely came for such discussions, even when called upon to do so".* From related literature this finding is supported by Ndirangu (2015) who indicated that pupils of parents that get involved in their children's academic performance do better than those who do not. Since most parents are not involved in the academic performance of their children, it could be one of the reasons that may explain the mean scores as indicated in Table 4.9.

Results by 13 Headteachers (40.6%), 57 HOD's (46.0%) and 72 pupils (45.0%) on rewards indicated that their schools rewarded school performers. Further, 13 Headteachers (40.6%), 42 HOD's (33.9%) and 57 pupils (35.6%) indicated that their schools also rewarded KCPE performance. This means that the reward system in most of the schools was poor and the pupils didn't have a driving force to make them work towards good grades. The findings were also supported by QUASO and TSC SCDE who indicated that: *"Teachers' motivation enhances teachers' morale and increases teacher-pupils contact thus improving academic achievement of the pupils. However, motivation is limited due to lack of funds and parents not being able to fill the gap. Rewarding pupils also is a way of encouraging the pupils to compete and take education seriously".* This finding is supported by Anderson (2001) who reports that teachers` motivation is a key factor in enhancing teachers' commitment which in turn is an important determinant of learning outcomes.

Further, results by 16 Headteachers (50.0%), 36 HOD's (29.0%) and 85 pupils (53.1%) indicated that supervision of teaching and learning when teaching is going on was done in most of the schools. However, the majority of the HOD's indicated that Headteachers

rarely supervised teaching and learning when teaching is going on. This means that monitoring of teaching and learning when teaching is going was to monitor teachers' attendance and to ensure effective coverage of the syllabus.

A study done by Ndirangu (2015) indicated that monitoring teachers' coverage of the syllabus through classroom visitation gradually improved the performance of pupils in Mathioya sub-county. From the results, Headteachers in West Pokot County rarely supervised teaching and learning and this could be one of the reasons for poor pupil academic performance shown by the low school mean scores in Table 4.9.

On curriculum implementation results by 21 Headteachers (65.6%) and 83 HOD's (66.9%) indicated that Headteachers checked curriculum implementation and syllabus coverage by the teachers. Teachers in schools use the syllabus to make schemes of work and lessons plans. Reviewed literature by Akinfolarin & Onyali (2017) and Ayeni & Akinfolarin (2014) indicated that supervision leads to effective implementation of curriculum in order to ensure high pupils achievements in the internal and external examinations.

Results by 24 Headteachers (75%) and 77 HOD's (62.1%) indicated that the Headteachers of schools checked records of work covered, lesson notes books, class registers, schemes of work, attendance records to ensure that the curriculum implementation is done well and the syllabus is covered on time. This opinion is also supported by QUASO and TSC SCDE who indicated that: *"our work is to monitor teaching standards in schools by establishing, maintaining, improving standards and quality of education. We also monitor and report on the quality of teaching and learning. However, the quality of education in the County is still average. The frequency of assessments in schools is not frequent due to insecurity in some areas, lack of transport, lack of enough staff and finances owing to distances from one school to*

another since the area to be covered is large. With improved instructional supervision and constant visit to schools and regular training of the Headteachers, will lead to improved pupil performance". These sentiments by QUASO and TSC SCDE support why the low mean scores as shown in Table 4.9 are experienced in West Pokot County public primary schools.

Further, results by 19 Headteachers (59.4%), 85 HOD's (68.5%) and 115 pupils (71.9%) indicted that the Headteachers of schools checked class and school attendance of teachers and pupils and 25 Headteachers (78.1%), 95 HOD's (76.6%) and 120 pupils (75.0%) only checked the school attendance of teachers and pupils. This means that most schools had a record of class attendance kept by class senators who ensured teachers sign after teaching while there is a class register which was used to monitor the pupils class attendance. This could suggest the cloak in and out attendance register was used to monitor teachers' attendance in school even though the Headteachers checked pupils' class attendance and teachers' school attendance and not teachers class attendance. This is because checking pupils' attendance reduced truancy of pupils and absenteeism by the teachers from school.

Related literature by Musingafi, et. al, (2014), Strauss (2013) and Blazar & Kraft, (2017) indicated that the Headteachers of schools need to ensure the attendance and punctuality of both staff and pupils which is an effective instructional characteristic of the Headteacher seen to be the most crucial role of improving teachers' performance and pupils' academic achievement. Further, Akinfolarin & Onyali, (2017) also indicated that teacher absenteeism contributed to poor performance where a lot of class time is lost. Also, Mulinge (2021) indicates that teacher and pupils continued missing and low attendance from class results in loss of content and knowledge contributing to low performance of pupils. This opinion was supported by QUASO and TSC SCDE

who indicated that: *"cultural practices such as early marriages, circumcision ceremonies, cattle rustling, floods, FGM, poverty, hunger and insecurity have contributed to teacher and pupil absenteeism, loss of school time, loss of lives and dropouts in schools which has led to the low performance experienced in schools in this County. These activities also lead to delay in returning back to school leading to loss of learning time while some of the pupils registered for the national examination but do not learn during the exam year, only to get back to sit for the KCPE exam and thus end up scoring very low marks. Insecurity on most parts of the County has led to teacher and pupil absenteeism and much time is wasted on conflict resolution".*

Further, results by 24 Headteachers (75.0%), 79 HOD's (63.7%) and 50 pupils (31.3%) indicated that the Headteachers were involved in resourcing of school facilities for improving teaching and learning. Consequently, 23 Headteachers (71.9%), 80 HOD's (64.5%) and 122 pupils (76.3%) indicated that the Headteachers maintained teaching and learning facilities in the school. This means that schools in West Pokot County public primary schools lack adequate teaching and learning materials which had a negative impact on the academic achievement of pupils.

This is evidenced from the observation guide that there was minimal maintenance of school facilities, evidenced by dilapidated buildings, pot holed classrooms with broken windows and others with no windows, semi permanent classrooms which were not plastered, poor sanitation for both teachers and pupils, lack of clean water, overcrowded classrooms in some schools, broken desks seen in 85% of the participating schools. Further, in some schools (85%) the Headteachers office and their deputies did not have proper offices and the staffroom did not have enough proper desks for teachers and the space was not enough to accommodate all the teachers. Classrooms in some schools were inadequate and pupils had to be taught under the trees creating un-conducive

learning environment. The libraries were missing in most schools and those which had libraries did not have enough syllabus guide books, pupils' text books limiting the teachers' ability to prepare adequately and teach within the syllabus and pupils to finish their homework thus compromising their academic achievements. Lack of teaching/learning aids materials resulted in teacher-centered learning reducing pupils to passive learners. This could have a negative impact on the academic achievement of the pupils in West Pokot County public primary schools.

This means that resourcing of school facilities for improving teaching and learning by Headteachers has not been done effectively as evidenced by the results of the observation guide of the participating schools is supported by Akpan (2016) and Musingafi, et. al. (2014) who indicated that Headteachers need to take stock and physically check the resources and equipment of the school and that care should be taken that teaching and learning resources are sufficiently available since they increase interaction and effectiveness in the learning process, which in turn leads to good performance of pupils in national examinations. This could indicate one reason of the results in Table 4.9.

Results by that 17 Headteachers (53.1%), 55 HOD's (44.4%) and 100 pupils (62.5%) on supervision of exams in the school indicated there was participation in supervision of exams by the Headteachers in their schools. This means that the Headteachers were to help curb cheating in exams to uphold integrity in examinations. Consequently, 18 Headteachers (56.3%), 75 HOD's (60.5%) and 64 pupils (40.0%) showed support for teacher efforts in school and 22 Headteachers (68.8%), 80 HOD's (64.5%) and 72 pupils (45.0%) indicated that the Headteachers helped to sustain practices that would improve teaching and learning and stress on examination regulations as evidenced by.

This means that supervision of exams helped the students get used to examination regulations to avoid cheating during the final exams and also give them confidence.

Results by 26 Headteachers (81.3%), 86 HOD's (69.4%) and 111 pupils (69.4%) indicated that the Headteachers of schools kept well academic records of pupils to help in tracking the academic performance of the learners and also to give feedback to pupils, parents, teachers and education officials. This means that almost all the schools had records on the performance of pupils, but in some schools these records were not well organized and record keeping was very poor. This could suggest that the subject HOD'S also ensured that teachers in their departments kept all the required records on the performance of pupils for all the classes.

According to reviewed literature, Headteachers and teachers set standards to be achieved therefore the records are used to compare actual results with the set standards. This is evidenced by Thenmozhi, n.d. (2017) who indicated that Headteachers controlling management practices was laying standards, comparing actuals and correcting deviation to achieve objectives in accordance to the plans. Further Akpan (1999) indicated that keeping of records helps in finding out deviations through measuring the actual performance even though performance levels may or may not be easy to measure.

4.16.1.3 Types of Assessment Tools Used in Schools

This section entails types of assessment tools and frequency of use by teachers in schools in West Pokot County, Kenya. Subject HOD's and pupils were used to verify the findings of Headteachers and therefore answered a similar set of questions on the various sections. The results on the types of assessment tools used in schools are presented in Table 4.36.

Table 4.36: Type and Frequency of Assessment Tools in Schools

Type of Assessment Tools	Frequency of Assessment Tools								
	HT			HOD's			Pupils		
	No. of Times	F	%	No. of Times	F	%	No. of Times	F	%
Daily classroom tests and quizzes	> 2	21	65.6	> 2	87	70.2	> 2	117	73.1
Monthly tests	> 2	24	75.0	> 2	123	99.2	> 2	78	48.8
Midterm tests	> 2	15	46.9	> 2	63	50.8	> 2	74	46.3
Terminal examinations	1	17	53.1	1	60	48.4	1	65	40.6
Annual examinations	1	20	62.5	> 2	61	49.2	> 2	136	85
Past papers Examinations	> 2	22	68.8	> 2	98	79.0	> 2	111	69.4

Source: Researcher, 2017

Results by 21 Headteachers (65.5%), 87 HOD's (67.9%) and 117 pupils (73.1%) on the type of assessment tools and frequency of use by teachers in schools revealed that daily classroom tests and quizzes were administered in schools over two times a week. Results by 24 Headteachers (75%), 123 HOD's (96.1%) and 78 pupils (48.8%) indicated that monthly tests were given over two times. Further, 15 Headteachers (46.9%) indicated to giving their pupils mid term tests over two times, which was seconded by 63 HOD's 49.2%) and 74 pupils (46.3%). This represents half of the schools under study which gave mid term exams. Consequently, 17 Headteachers (53.1%), 60 HOD's (48.4%) and 65 pupils (40.6%) indicated that the end of term exams was administered once and 20 Headteachers (62.5%), 61 HOD's (47.7%) and 136 pupils (85.0%) indicated that annual examinations were administered once in a year in some of the schools.

This means that all pupils in the participating schools in West Pokot County indicated to doing exams at different times of the term and year indicating that all Headteachers had testing policies in their schools. This could imply that the testing policy is intended to impact positively on the pupils' academic achievement since pupils should get quality grades to motivate them to revise. Related literature by Nimmi, et. al. (2021),

indicates that adequate evaluation of pupils improves the performance of pupils in external examination. The results of schools in West Pokot County indicate that the teachers expose pupils to many exams for evaluation, however the KCPE mean scores of schools as in Table 4.9 do not reflect the effect of these evaluations on the performance of the learners. Majority of the schools had a mean of less than 250 marks in KCPE from the year 2012 to 2016.

Further, results by the majority 22 Headteachers (68.8%), 98 HOD's (76.6%) and 111 pupils (69.4%) indicated use of past papers for revision being administered more than two times. This implies that the pupils in the participating schools were able to revise for KCPE using past exams using previous KCPE papers to expose them to exams to gauge and give them confidence before the KCPE examinations given by their teachers. The revision papers were expected to assist pupils in the final exam however from the results the KCPE mean scores of pupils was still poor which indicates that revision of exams was not effective due to the low scores evidenced in Table 4.9.

According to reviewed literature by Luke & Mavis (2014) stated that after tests have been marked and feedback given, pupils who worked on teachers' feedback and also worked in groups when given assignments or topics for discussion had high chances of improving their academic performance. Further, Nicholas & Sutton (2013) and Tella (2007) indicated that pupils can play a critical role in improving their academic performance by doing extra work with assistance of their teachers among many ways.

4.16.1.4 Headteachers Controlling Management Practices in Academic Programmes

This section entails the attitude and views of pupils on various Headteachers controlling management practices academic activities in their schools. The results are presented in Table 4.37.

Table 4.37: Pupils' Views on Headteachers Controlling Management Practices in Schools

Statements	Strongly Agree		Undecided		Strongly Disagree	
	F	%	F	%	F	%
This a good school where pupils get good results	147	91.9	6	3.8	7	4.4
We are adequately prepared for Kenya Certificate Primary Education Examinations (KCPE).	151	94.4	6	3.8	3	1.9
Parents encourage us in many ways to do well at school.	152	95.0	2	1.3	6	3.8
Revision of past papers by our teachers promotes good results.	142	88.8	9	5.6	9	5.6
The Headteacher sometimes supervises the teachers when they are teaching	117	73.2	13	8.1	15	18.8
The Headteacher ensures there are enough teaching and learning resources	136	85.0	9	5.6	15	9.4
Teachers use teaching and learning resources all the time they are teaching	147	91.9	5	3.1	8	6.1
Our parents buy for us the books we need to improve our performance	135	84.4	12	7.5	13	8.2
The Headteacher discusses with our parents our performance in school	132	82.6	10	6.3	8	11.3
The Headteacher ensures teachers attend classes	147	91.9	8	5.0	5	3.1
The Headteacher ensures there is security in the school	135	84.4	12	7.5	13	8.1
Top performance are usually awarded for good performance	129	80.6	12	7.5	19	11.9
The Headteacher improves the infrastructure of our school	133	83.2	15	9.4	12	7.5
Teachers communicate well with us on different issues concerning our performance	147	91.9	6	3.8	7	4.4
The Headteacher ensures there is good discipline by all pupils	149	93.2	7	4.4	4	2.5
Parents ensure that our school work is done properly by checking progress records	125	78.2	24	15.05	11	6.9
KCPE candidates are usually given motivational speeches before the exams	136	85.1	9	5.6	15	9.4
Teachers always encourage and help us whenever we do not perform well in our exams	146	91.3	9	5.6	2	1.3
The Headteacher ensures pupils do not absentee themselves from school	133	83.1	13	8.1	6	3.8
The Headteacher ensures pupils do not absentee themselves from class when teaching is going on	127	79.4	13	8.1	9	5.6
The cultural practices of our community affect our academic performance	90	56.3	19	11.9	26	16.3

Source: Researcher, 2017

The results by the majority 147 pupils (91.9%) indicated that their school was good and they can get good results. This implies that the pupils were optimistic that in their schools they should be able to achieve good performance, yet majority of the schools still had poor results. According to Luke & Mavis (2014), the 'good schools' are those

that are able to groom the pupils well enough to achieve the set standards which is measured by use of pupils' academic achievement both at school level and nationally.

Further, the majority 151 pupils (94.4%) strongly agreed that they are adequately prepared for Kenya Certificate Primary Education Examinations (KCPE). This implies that pupils in the participating schools in West Pokot County had a lot of confidence and trust in their teachers to make them do well in their KCPE examinations. However, according to reviewed literature by Kimani, et al. (2013) indicated that use of pupils' achievement in academic work has been used to assess the teacher's effectiveness. According to the results in Table 4.9 of West Pokot County public primary schools it shows that the teachers were not effective.

Consequently, the majority 136 pupils (85.1%) strongly agreed that KCPE candidates were usually given motivational speeches before the exams to prepare them adequately before they sit for their exams. This means that the pupils have confidence in their teachers in terms of preparation for KCPE examinations.

Further, the majority 152 pupils (95.0%) of schools indicated that their parents encouraged them in many ways to enable them do well at school. This is because their parents bought for them the reference and revision books, they needed to improve their performance as indicated by majority 135 pupils (84.4%). Consequently, the majority 132 pupils (82.6%) strongly agreed that the Headteachers discussed with their parents their performance in school. This means that parents own the academic process of the pupils which could improve the performance of pupils.

According to related literature by Zhang (2010) indicated that the improvement of school processes and strengthening of home support for children's academic work was identified as the essential strategy for enhancing learning in rural schools and improving

academic outcomes of pupils. The findings by Ndirangu (2015) indicated that involvement of parents had a positive effect on the performance of pupils.

Further, a majority 125 pupils (78.2%) strongly agreed that their parents ensured that their school work was done properly and checked their progress records. This means that parents checked and ensured that school work was done. However, the Headteachers indicated that: *"Most parents were illiterate and may not check pupils work since they cannot read and write. Other parents are busy and homework is the responsibility of the pupils and not parents".*

Results of pupils' views shows the majority 117 pupils (73.2%) strongly agreed that their Headteachers sometimes supervised the teachers when teaching, 15 pupils (18.8%) strongly disagreed and 13 pupils (8.1%) were undecided. Further, the pupils indicated that their teachers used teaching and leaning resources all the time they are teaching as indicated by 147 pupils (91.9%) who strongly agreed, 8 pupils (6.1%) strongly disagreed and 5 pupils (3.1%) were undecided. Revision of past papers by teachers was seen to promote good results as indicated by a majority 142 pupils (88.8%) who strongly agreed, 9 pupils (5.6%) strongly disagreed and 9 pupils (5.6%) were undecided. Further, the Headteachers of schools improved the infrastructure of their schools as indicated by 133 pupils (83.2%) who strongly agreed, 12 pupils (7.5%) strongly disagreed and 15 pupils (9.4%) were undecided.

Apart from the above as indicated in Table 4.37, majority of pupils in West Pokot County public primary schools believe that the Headteacher and teachers are doing what they are supposed to do to ensure they do well in their national exams. The majority indicated that the Headteachers ensured that there were enough teaching and learning resources, teachers communicated well with them on different issues concerning their performance, teachers always encouraged and helped them whenever they did not

perform well in their exams and Headteachers ensured pupils did not absentee themselves from school. These sentiments indicate that the performance of pupils in West Pokot County public primary schools should be good, however the pupils still got very low marks as depicted by the results in Table 4.9.

The education of pupils in schools in marginalized communities has been affected by the cultural practices. The majority 90 pupils (56.3%) indicated strongly agree that the cultural practices of their community affected their academic performance, 26 pupils (16.3%) indicated strongly disagree and 19 pupils (11.9%) were undecided.

The response of this statement depended on the location of the school in the County as some areas were not so remote and, in these areas, cultural practices had been reduced due to urbanization. According to the QUASO and TSC SCDE indicated that: *"the cultural practices of the community have affected the performance of the pupils negatively. Dropout rates and absenteeism due to circumcision rites, cattle rustling, FGM, early marriages and low participation by women due to illiteracy are common in many areas which is affecting the learning of pupils in many public primary schools in West Pokot County".* This is supported by the poor performance of pupils in KCPE between 2012 and 2016 (Table 4.9).

According to Mohai & Kweon (2020), a child's academic environment has a significant impact on how they develop intellectually. Further Mulinge (2021) indicated that the physical, social, cultural and psychological environments all have a role in the educational process of a child. These findings are in agreement with those of Chebitwey (2013) that pupils in marginalized areas faced many challenges including under staffing in schools, lack of proper infrastructure, few or lack of funds, lack of teaching and learning resources and interference of some cultural practices such as cattle rustling and FGM which have led to low academic outcomes of pupils.

4.16.1.5 Sub-County Director of Education and QUASO Activities in Schools

This section entails activities carried out in public primary schools by the SCDE and QUASO on Headteachers practices and pupils' academic achievement in schools. Subject HOD's were used to verify the findings of Headteachers and therefore answered a similar set of questions on the various sections as shown in Table 4.38.

Table 4.38: Views on Activities of Sub-County Director of Education and QUASO in Schools

QUASO and SCDE Academic Programme Activities	Responses							
	Headteachers				HOD's			
	Always		Sometimes		Always		Sometimes	
	F	%	F	%	F	%	F	%
QUASO's and SCDE visit our schools	10	31.3	20	62.5	35	28.2	76	61.3
Monitoring and advising my school on academic performance	17	53.1	13	40.6	53	42.7	57	46.0
Monitoring and advising my school on sports, games, drama and music	11	34.4	14	43.8	42	33.9	46	37.1
Monitor and advice my school on environmental conservation	10	31.3	15	46.9	45	36.3	40	32.3
Provide career guidance to my school	9	28.1	13	40.6	43	34.7	46	37.1
Advice teachers on curriculum delivery	18	56.3	11	34.4	60	48.4	52	41.9
Advice teachers on assessment	18	56.3	13	40.6	50	40.3	62	50.0
Advice on proper and adequate provision of physical facilities	14	43.8	12	37.5	50	40.3	50	40.3
Identify the teachers' needs and advice on improvement	22	68.8	9	28.1	44	35.5	62	50.0
After the supervision the QASO and SCDE give feedback to teachers	24	75.0	7	21.9	66	53.2	40	32.3
Teachers relate well with the QASOs and SCDE during the supervision process	25	78.1	7	21.9	68	54.8	39	31.5
QASOs and SCDE recommend teachers for seminars and workshops?	19	59.4	11	34.4	61	49.2	43	34.7
Comments from supervision panels help head teachers become better managers	16	50.0	15	46.9	61	49.2	54	43.5
QASOs and SCDE supervision helps Headteachers in developing skills in school management?	19	59.4	13	40.6	64	51.6	51	41.1

Source: Researcher, 2017

Results on the activities of SCDE and QUASO in West Pokot County public primary schools in relation to Headteachers management practices and pupils' academic achievement indicated by the majority 20 Headteachers (62.5%) and 76 HOD's (61.3%) was that the QUASO and SCDE sometimes made visits to schools in the county, 10

Headteachers (31.3%) and 35 HOD's (28.2%) indicated always. According to QUASO and TSC SCDE indicated that: "*the visits to public primary schools in this County is not frequent due to lack of finances and vehicles for monitoring and evaluation of schools in the county. Remoteness of most areas and insecurity in some of the areas also limits our visits. High illiteracy levels among women have led to gender imbalance in management of schools and low participation of women in most activities in public primary schools".*

Further on monitoring of academic performance of schools, 17 Headteachers (53.1%) and 53 HOD's (42.7%) indicated always that QUASO and SCDE monitored and advised the schools on academic performance, 13 Headteachers (40.6%) and 57 HOD's (46.0%) indicated sometimes. On curriculum delivery 18 Headteachers (56.3%) and 60 HOD's (48.4%) indicated always that QUASO and SCDE advised the teachers in schools on curriculum delivery, 11 Headteachers (34.4%) and 52 HOD's (41.9%) indicated sometimes. According to QUASO and TSC SCDE who indicated that: *"pupils in West Pokot County score very low marks and this is attributed to the culture of the community which has led to low morale among learners and teachers and even loss of lives.".*

Consequently, 18 Headteachers (56.3%) and 50 HOD's indicated always that QUASO and SCDE also advised the teachers in schools on assessment of pupils 13 Headteachers (40.6%) and 62 HOD's (50.0%) indicated sometimes. Therefore, after supervision QASO and SCDE gave feedback to teachers as indicated by 24 Headteachers (75.0%) and 66 HOD's (53.2%) indicated always that QUASO and SCDE also advised the teachers in schools on assessment of pupils, 7 Headteachers (21.9%) and 40 HOD's (32.3%) indicated sometimes. Consequently, on advice to Headteachers the majority 14 Headteachers (43.8%) and 50 HOD's (40.3%) indicated always that QUASO and

SCDE advised the Headteachers in schools on proper and adequate provision of physical facilities, 12 Headteachers (37.5%) and 50 HOD's (40.3%) indicated sometimes.

In some instances, when the teachers in schools have various needs that may either lead to better performance or inhibit performance of teachers. The majority 22 Headteachers (68.8%) and 44 HOD's (35.5%) indicated always that QUASO and SCDE identified the teachers' needs in schools and advised on improvement, 9 Headteachers (28.1%) and 62 HOD's (50.0%) indicated sometimes. Further the majority 19 Headteachers (59.4%) and 61 HOD's (49.2%) indicated always that QUASO and SCDE recommended the teachers in schools for seminars and workshops, 11 Headteachers (34.4%) and 43 HOD's (34.7%) indicated sometimes.

The opinion by Headteachers and subject HOD's was also supported by QUASO and TSC SCDE who indicated that: *"we conduct assessment on curriculum and syllabus coverage in some of the public primary schools in West Pokot County especially those within the town centre or near town centre because of convenience and proximity to the education offices. When visiting schools, we give feedback to Headteachers on management practices and giving teachers feedback on their weaknesses to find the best ways of addressing them in improving the academic performance of pupils".*

Further, on supervision of school activities, the majority 16 Headteachers (50.0%) and 61 HOD's (49.2%) indicated always that QUASO and SCDE comments from supervision panels help Headteachers become better managers, 15 Headteachers (46.9%) and 54 HOD's (43.5%) indicated sometimes. Further the majority 25 Headteachers (78.1%) and 68 HOD's (54.8%) indicated always that the teachers relate well with QUASO and SCDE during the supervision process in schools and 7 Headteachers (21.9%) and 39 HOD's (31.5%) indicated sometimes. This demystified

the attitude of teachers on supervision panels that were for fault finding no longer happened in schools and therefore they were free to seek for guidance issues related to education and welfare of teachers.

According to the QUASO and TSC SCDE indicated that: *"we carryout assessment on various aspects of Headteachers management practices and pupils' academic achievement in public primary schools frequently. Standard assessments for approval of institutions for registration is done when a new school is started. We also monitor implementation of government policies and programmes and report on the quality of teaching and learning of public primary schools in West Pokot County public primary schools. We do assessment of curriculum implementation, syllabus coverage, quality and number of teachers in schools, use of teaching and learning resources, examination issues, the various records of teachers and Headteachers. FPE policy had affected negatively the Headteachers' management practices and pupils' academic achievement of public primary schools in West Pokot County. The assessment done in some of the schools had helped the Headteachers in developing skills and knowledge on school management".*

4.16.2 Bivariate Statistics

Correlation analysis was conducted to determine the strength and direction of the relationships between Headteachers' management practices and learners' academic performance in public primary schools. The Pearson Product-Moment Correlation Coefficient (r) was used to assess the linear relationships among the study variables.

According to Saunders, Lewis, & Thornhill (2003), correlation values range between -1 and +1, where +1 indicates a perfect positive relationship, -1 indicates a perfect negative relationship, and 0 signifies no relationship. Coefficients between 0.9-1.0 denote very high, 0.7-0.7 denotes high, 0.5-0.7 moderate, 0.3-0.5 low, and below 0.3

very low correlation strength. As noted by Crossman (2013), correlation implies association rather than causation.

This analysis was essential for establishing whether significant relationships existed among the independent variables (Headteachers management practices) and dependent variable (KCPE mean scores) before conducting regression analysis as recommended by Tabachnick & Fidell (2013).

The correlation analysis for Headteachers (Appendix VIII – Table 1) revealed controlling had a a very strong positively significant correlation ($r = 0.916$, $p < 0.01$) with KCPE mean scores, a moderate positive significant correlation ($r = 0.535$, $p < 0.05$) with planning a moderate positive significant correlation ($r = 0.615$, $p < 0.01$) with organizing practices, a moderate positive significant correlation ($r = 0.632$, $p < 0.01$)with directing, and a weak positive significant correlation ($r = 0.491$, $p < 0.01$) with staffing practices.

The correlation analysis for Subject HODs (Appendix VIII – Table 2) revealed controlling had a moderate positive and significant correlation ($r = 0.468$, $p < 0.01$) with KCPE mean scores, and a weak negative significant correlation ($r = - 0.372$, $p < 0.05$) with teaching experience.

The correlation analysis for learners (Appendix VIII – Table 3) revealed controlling practices had a strong positive and significant correlation ($r = 0.820$, $p < 0.01$) with KCPE mean scores, a weak positive significant correlation ($r = 0.375$, $p < 0.05$) with academic qualifications.

4.16.3 Multivariate Statistics

4.16.3.1 Effect of the Headteachers Controlling Management Practices in Academic Programmes on Pupils' Academic Achievement

Multiple linear regression was used to determine the effects of Headteachers controlling management practices in academic programmes on pupils' academic achievement (KCPE mean scores) in public primary schools in West Pokot County, Kenya. Subject HOD's and pupils' results were to verify the findings of Headteachers. The results are presented in Table 4.39.

Table 4.39: Model Summary of the Headteachers Controlling Management Practices in Academic Programmes on Pupils' Academic Achievement

						ANOVA	
	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
Headteachers	1	.956	.914	.898	.10091	55.301	.000
	Controlling	.916	.839	.834	.12855	156.405	.000
Subject HOD's	2	.994	.987	.987	.02794	1832.44	.000
	Controlling	.468	.219	.212	.21623	33.916	.000
Pupils	3	.983	.967	.967	.05406	2314.13	.000
	Controlling	.820	.673	.671	.17012	325.18	.000

b. Predictors: (Constant), Controlling.
a. Dependent Variable: KCPE Mean Scores
Source: Researcher, 2017

The results indicate that the Headteachers controlling practices in academic programmes can be accounted for by $R^2 = 0.839$ which is equivalent to 83.9% for Headteachers, $R^2 = 0.219$ which is equivalent to 21.9% for subject HOD's and $R^2 = 0.673$ which is equivalent to 67.3% for pupils. In other words all the four (Headteachers controlling practices in academic programmes activities, assessment devices, mode of communication of pupils' academic achievement and QUASO activities) can be accounted for by $R^2 = 0.839$ which is equivalent to 83.9% for Headteachers and $R^2 = 0.219$ which is equivalent to 21.9% for subject HOD's and are in a position to represent

83.9% and 21.9% respectively and R^2 = 0.673 (assessment devices, mode of communication of pupils' academic achievement and controlling practices in academic programmes activities) which is equivalent to 67.3% for pupils and are basically accounted for by all the Headteachers controlling practices in academic programmes activities in terms of the KCPE mean grade for the schools. This means that 16.1% for Headteachers, 78.1% for subject HOD's and 32.7% for pupils of the variation of the KCPE mean grade cannot be explained by the Headteachers controlling practices in academic programmes alone. Therefore, there must be other variables that have an influence also.

Multiple linear regression was used to predict the value (impact) of the independent variable (Headteachers controlling management practices) on the dependent variable (KCPE mean grades). Subject HOD's and pupils' results were to verify the findings of Headteachers. The Standardized Coefficients are presented in Table 4.40.

Table 4.40: Standardized Coefficients of Headteachers Controlling Management Practices on the KCPE Mean Scores

		Unstandardized Coefficients		Standardized Coefficients			ANOVA	
	Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**	**F**	**Sig.**
Headteachers	**1**.(Constant)	-.062	.142		-.437	.666	108.798	.000
	Controlling	.759	.095	.522	7.990	.000		
Subject HOD	**2**.(Constant)	.035	.021		1.683	.095	1832.44	.000
	Controlling	.190	.007	.305	28.692	.000		
Pupils	**3**.(Constant)	.075	.036		2.057	.041	2314.13	.000
	Controlling	.457	.017	.463	26.737	.000		

a. Predictors: (Constant), Controlling.
b. Dependent Variable: KCPE Mean Scores

Source: Researcher, 2017

Results of estimated standardized coefficients indicated a moderately strong positive relationship between Headteachers controlling management practices in academic programmes and pupils' academic achievement which was statistically significant (β =

0.522, ρ = 0.000) with a strength of 52.2% for Headteachers, a very weak positive relationship which was statistically significant (β = 0.305, ρ = 0.000) with a strength of 30.5% for subject HOD's and a weak positive relationship which was statistically significant (β = 0.463, ρ = 0.000) with a strength of 46.3% for pupils'.

In addition, the unstandardized coefficients indicate that a one-unit increase attracts an increase of 0.759 which is equivalent to 75.9% for Headteachers, a one-unit increase attracts an increase of 0.190 which is equivalent to 19.0% for subject HOD's and a one-unit increase attracts an increase of 0.457 which is equivalent to 45.7% for pupils of the Headteachers controlling management practices in academic programmes towards the KCPE mean scores of schools.

To find out if there was a significant difference between the Headteachers organizing management practices and pupils' academic achievement an ANOVA test was performed. The results (F =108.798, p =0.000) for Headteachers and (F =1832.441, p =0.000) for subject HOD's and (F =2314.13, p =0.000) for pupils. The results showed that there was a significant difference between the Headteachers organizing management practices and pupils' academic achievement. This means that the relationship observed in the sample was unlikely to have occurred unless there really is a relationship in the population.

4.16.4 The Moderating Effect of Demographic Characteristics of the Headteacher on the Relationship between the Headteachers Controlling Management Practices in Academic Programmes and Pupils' Academic Achievement

The moderating effect of demographic characteristics of the Headteachers on the relationship between the Headteachers controlling management practices in academic

programmes and pupils' academic achievement was determined using PROCESS macro in SPSS. The results are presented in Appendix X.

4.16.4.1 The Moderating Effect of Experience as a Headteacher on the Relationship between Controlling Practices and KCPE Mean Scores

A moderation test was run, with Headteachers controlling management practices as the predictor, KCPE mean scores as the dependent, and experience as a Headteacher as a moderator. The results are presented in Appendix X (Table 13).

The moderation analysis examined the effect of experience as a Headteacher and controlling practices on KCPE mean scores and whether experience as a Headteacher moderates the relationship between controlling practices and KCPE mean scores. The results R = .709 indicates a moderately strong correlation between the controlling practices and KCPE mean scores, F = 9.45, R^2 = .5030, p < .05 suggests that approximately 50.30% of the variance in KCPE mean scores is explained by the Headteachers controlling practices, experience as a Headteacher and the interaction between them and significant.

Further, the moderation results *b*= 14.77, 95% CI [6.15, 23.40], t= *3.51*, p <.05, indicate there was a positive significant main effect found between controlling practices and KCPE mean scores, and the results *b*= 7.58, CI [1.79, 13.37], t= 2.68, p <.05 indicating a positive significant main effect of experience as a Headteacher on KCPE mean scores. There was a significant interaction effect, *b*= 17.86, CI [8.55, 27.16], t= 1.28, p<.05 found by experience as a Headteacher on perceived controlling practices and KCPE mean scores. At low levels, (*b*= 21.30, CI [9.73, 32.87], t= 3.77, p <.05) the participants who reported lower levels of experience as a Headteacher the effect of controlling practices was positive and significant when compared to average or higher than average levels of experience as a Headteacher (*b*= 14.77, CI [6.15, 23.40], t=

3.51, p<.05, b= 8.24, CI [4.91, 21.40], t= 1.28, p <.05, respectively). This means that at higher levels of experience as a Headteacher, controlling practices positively influences KCPE mean scores of pupils. The interaction term between experience as a Headteacher and controlling practices is statistically significant and moderates the relationship between controlling practices and KCPE mean scores. However, the impact of controlling practices decreases as experience of the Headteachers increases.

4.16.4.2 The Moderating Effect of Teaching Experience on the Relationship between Controlling Practices and KCPE Mean Scores

A moderation test was run, with Headteachers controlling management practices as the predictor, KCPE mean scores as the dependent, and teaching experience of the Headteachers as a moderator. The results are presented in Appendix X (Table 14).

The moderation analysis examined the effect of teaching experience of the Headteacher and controlling practices on KCPE mean scores and whether teaching experience moderates the relationship between controlling practices and KCPE mean scores. The results R = .5924 indicates a moderately strong correlation between the controlling practices and KCPE mean scores, F = 5.05, R^2 = .3510, p < .05 suggests that approximately 35.10% of the variance in KCPE Mean scores is explained by the Headteachers controlling practices, teaching experience and the interaction between them and is significant.

Further, the moderation results b= 16.70, 95% CI [6.35, 27.04], t= *3.31*, p <.05, indicate there was a positive significant main effect found between controlling practices and KCPE mean scores, and the results b= -2.51, CI [- 10.20, 5.18], t= - .668, p<.05 indicating a negative significant main effect of teaching experience on KCPE mean scores. There was a significant interaction, b= -.817, CI [-9.73, 8.10], t= -.188, p< .05 found by teaching experience on perceived controlling practices and KCPE mean

scores. At low levels, (*b*= 17.51, CI [5.94, 29.08], t= 3.10, *p* <.05) the participants who reported lower levels of teaching experience, experienced a high effect of controlling practices and was positively significant when compared to average or higher than average levels of teaching experience (*b*= 16.70, CI [6.35, 27.04], t= 3.31, *p*<.05, *b*= 16.03, CI [1.82, 30.25], t= 2.31, *p* <.05, respectively). This suggests that controlling has a strong positive effect on KCPE mean scores when teaching experience is low.

4.16.4.3 The Moderating Effect of Academic Qualifications of the Headteachers on the Relationship between Controlling Practices and KCPE Mean Scores

A moderation test by PROCESS Macro was run, with Headteachers controlling management practices as the predictor, KCPE mean scores as the dependent, and academic qualifications of the Headteachers as a moderator. The results are presented in Appendix X (Table 15).

The moderation analysis examined the effect of academic qualifications of the Headteacher and controlling practices on KCPE mean scores and whether academic qualifications moderate the relationship between controlling practices and KCPE mean scores. The results R = .6340 indicates a moderately strong positive correlation between the controlling practices and KCPE mean scores, F = 6.27, R^2 = .4020, *p* < .05 suggests that approximately 40.2% of the variance in KCPE Mean scores is explained by the Headteachers controlling practices, academic qualifications and the interaction between them and is significant.

Further, the moderation results *b*= 16.78, 95% CI [7.48, 26.08], t= *3.70*, *p* <.05, indicate there was a positive significant main effect found between controlling practices and KCPE mean scores, and the results *b*= -6.75, CI [-15.46, 1.96], t= - 1.59, *p*<.05 indicating a negative significant main effect of academic qualifications on KCPE mean scores. There was a significant interaction, *b*= -7.00, CI [-21.22, 7.25], t= -1.01, *p*< .05

found by academic qualifications on perceived controlling practices and KCPE mean scores. At low levels, (b= 22.60, CI [8.63, 36.56], t= 3.32, p <.05) the participants who reported lower levels of academic qualifications, experienced a high effect of controlling practices and was positively significant when compared to average or higher than average levels of teaching experience (b= 16.78, CI [7.48, 26.08], t= 3.70, p<.05, b= 10.96, CI [-5.14, 27.06], t= 1.39, p <.05, respectively). This suggests that controlling practices has a strong positive effect on KCPE mean scores when academic qualifications were low.

4.16.5 Testing Hypotheses of Headteachers Controlling Management Practices in Academic Programmes on the KCPE Mean Scores

Hypotheses five ($H_0$5) stated that: *Headteachers controlling management practices in academic programmes has no significant effect on pupils' academic achievement in West Pokot County, Kenya.*

Subject HOD's and pupils were used to verify the findings of Headteachers. The results are presented in Table 4.41.

Table 4.41: Standardized Coefficients for Testing Hypotheses of Headteachers Controlling Management Practices and KCPE Mean Scores

		Unstandardized Coefficients		Standardized Coefficients			ANOVA	
	Model	B	Std. Error	Beta	t	Sig.	F	Sig.
Headteachers	**(Constant)**	-.629	.209		-3.007	.005		
	Controlling	1.333	.107	.916	12.506	.000	156.405	.000
Subject HOD	**(Constant)**	1.364	.099		13.775	.000		
	Controlling	.292	.050	.468	5.824	.000	33.916	.000
Pupils	**(Constant)**	.332	.112		2.962	.004		
	Controlling	.810	.045	.820	18.033	.000	325.184	.000

a. Predictors: (Constant), Controlling
b. Dependent Variable: KCPE Mean Scores

Source: Researcher, 2017

The estimated standardized coefficients in Table 4.41 revealed that there was a very strong positive relationship between the Headteachers controlling management practices in academic programmes and pupils' academic achievement which were statistically significant ($\beta = 0.916$, $\rho = 0.000$) with a strength of 91.6% for Headteachers, a weak positive relationship between the Headteachers controlling management practices in academic programmes and pupils' academic achievement which were statistically significant ($\beta = 0.468$, $\rho = 0.000$) with a strength of 46.8% for subject HOD's and a very strong positive relationship between the Headteachers controlling management practices in academic programmes and pupils' academic achievement which were statistically significant ($\beta = 0.820$, $\rho = 0.000$) with a strength of 82.0% for pupils. Thus, the null hypothesis was rejected and concluded that the Headteachers controlling management practices in academic programmes had a significant effect on the KCPE mean scores of schools.

In addition the unstandardized coefficients indicate that a one unit increase attracts an increase of 1.333 which is equivalent to 133.3% of the Headteachers controlling management practices in academic programmes towards the KCPE mean scores of schools for Headteachers, a one unit increase attracts an increase of 0.292 which is equivalent to 29.2% of the Headteachers controlling management practices in academic programmes towards the KCPE mean scores of schools for Subject HOD's and a one unit increase attracts an increase of 0.810 which is equivalent to 81.0% of the Headteachers controlling management practices in academic programmes towards the KCPE mean scores of schools for pupils.

4.16.6 Discussion of the Findings

In the bivariate analysis, the correlation analysis revealed that Headteachers' controlling practices had a very strong, positive, and significant correlation with KCPE

mean scores ($r = 0.916$, $p < 0.01$). It also showed a moderate significant correlation with organizing ($r = 0.615$, $p < 0.01$), planning ($r = 0.535$, $p < 0.01$), and directing ($r = 0.632$, $p < 0.01$), as well as a weak but significant correlation with staffing ($r = 0.491$, $p < 0.01$). For subject HODs, controlling practices had a moderate positive significant correlation with KCPE mean scores ($r = 0.468$, $p < 0.01$), while for pupils, the correlation was strong and positive ($r = 0.820$, $p < 0.01$).

These findings indicate that the extent to which Headteachers and subject HODs monitor, evaluate, and adjust school operations directly relates to learners' academic performance. Schools were control mechanisms-such as performance appraisals, progress tracking, and instructional supervision-are strong tend to perform better academically.

The results align with Thenmozhi (2017), who observed that controlling involves setting performance standards, measuring actual performance, and taking corrective actions to ensure objectives are achieved. Akpan (2011) similarly emphasized that effective control is achieved through continuous performance measurement and adjustment. Musingafi et al. (2014) added that controlling ensures accountability and provides feedback for planning, this linking control and planning as interdependent management functions. In West Pokot County public primary schools' context, the strong correlation between controlling practices and academic outcomes underscores the importance of continuous supervision, evaluation of academic programmes, and feedback mechanisms in improving school performance.

In the effect of Headteachers' controlling management practices on Learners academic performance, the regression results showed that Headteachers' controlling practices explained 83.9% ($R^2 = 0.839$) of the variance in KCPE in KCPE mean scores, while subject HODs and learners' perceptions explained 21.9% ($R^2 = 0.219$) and 67.3% (R^2

= 0.673), respectively. This indicates that controlling practices contribute substantially to learners' academic performance, especially from the perspective of Headteachers and learners.

The standardized coefficients revealed a moderately strong positive relationship between controlling and academic performance for Headteachers ($\beta = 0.522$, $p < 0.001$), a weak but significant relationship for subject HODs ($\beta = 0.305$, $p < 0.001$), and a weak positive but significant relationship for learners ($\beta = 0.463$, $p < 0.001$). This suggests that while all groups perceive controlling as vital to school success, Headteacher' application of control mechanisms (such as evaluating teacher performance, managing resources, and ensuring adherence to plans) exerts the strongest influence on learners; performance.

These results are consistent with Koontz and Weihrich (2010), who describe controlling as the process of ensuring that actual activities conform to planned activities. Lunenburg &Ornstein (2012) similarly argue that effective school control systems enhance accountability, ensure efficiency, and improve academic outcomes. In West Pokot County, schools where Headteachers effectively monitor teaching, assess student progress, and implement corrective measures tend to record higher KCPE performance despite resource constraints.

The regression coefficients indicated that a one-unit increase in Headteachers' controlling practices led to a 75.9% increase in KCPE mean scores, 19.0% for subject HODs, and 45.7% for learners. The high effect among Headteachers implies that their oversight and evaluation roles are central to achieving academic goals.

These results support Eze &Ikechukwu (2023), who noted that control practices such as supervision, feedback, and progress assessment significantly improve school

performance. However, the persistence of low KCPE results in West Pokot County suggests that while Headteachers understand the importance of control, its implementation may be inconsistent due to weak planning and inadequate resource support.

As Musingafi et al. (2014) asserted, planning and controlling are inseparable; without proper planning, control becomes ineffective. Thus, weak planning systems in the County's schools may have limited the effectiveness of Headteachers' controlling practices.

Further, the moderation analysis for experience in Headship showed a moderately strong relationship ($R = 0.709$, $R^2 = 0.503$, $F = 9.45$, $p < 0.05$), with experience in Headship significantly moderating the relationship between controlling and academic achievement ($b = 17.86$, $p < 0.05$). At low levels of experience in Headship, the effect of controlling was positive and significant ($b = 21.30$, $p < 0.05$), decreasing at moderate levels ($b = 14.77$, $p < 0.05$) and further at high levels ($b = 8.24$, $p < 0.05$).

This suggests that controlling practices have a stronger effect on academic performance among less experienced Headteachers, who may rely more heavily on formal control mechanisms. Experienced Headteachers, in contrast, may apply more adaptive leadership styles that reduce reliance on rigid control. These findings align with Saga (2025), who found that leadership experiences enhance overall school management efficiency but modifies the way leaders exercise control.

The moderation analysis for teaching experience revealed a significant model ($R = 0.5924$, $R^2 = 0.351$, $F = 5.05$, $p < 0.05$). The main effect of controlling was positive and significant ($b = 16.70$, $p < 0.05$), but teaching experience had a negative moderating effect ($b = - 0.817$, $p < 0.05$). At low levels of teaching experience, controlling practices

showed a strong positive effect ($b = 17.51$, $p < 0.05$) which slightly declined at higher experience levels ($b = 16.03$, $p < 0.05$.

This indicates that Headteachers with limited teaching experience rely more heavily on structured control systems to enhance performance, while those with greater teaching experience may depend more on mentorship and informal management. Similar trends were noted by Glickman et al. (2018), who found that teaching experience influences the effectiveness of leadership supervision practices.

The moderation analysis for academic qualifications revealed a moderately strong positive correlation between controlling practices and KCPE mean scores ($R = 0.6340$, $R^2 = 0.402$, $F = 6.27$, $p < 0.05$). This indicates that 40.2% of the variance in KCPE mean scores could be explained by controlling practices, academic qualifications, and their interaction effect. The main effect of controlling practices on KCPE mean scores were found to positive and significant ($b = 16.78$, $t = 3.70$, $p < 0.05$), suggesting that effective monitoring, supervision, and evaluation of school activities contribute meaningfully to improved KCPE outcomes.

However, the main effect of academic qualification was negative and significant ($b = -6.75$, $t = -1.59$, $p < 0.05$), implying that increases in academic qualification were associated with a slight reduction in the effect of controlling practices on KCPE mean scores. At low levels of academic qualifications, the effect of controlling practices on KCPE mean scores was strong and positive ($b = 22.60$, $t = 3.32$, $p < 0.05$); at moderate levels, the effect remained positive and significant though slightly lower ($b = 16.78$, $t = 3.70$, $p < 0.05$); while at high levels the effect diminished ($b = 10.96$, $t = 1.39$, $p < 0.05$).

These results indicate that controlling practices exert the strongest impact on learners' performance when academic qualification levels are low, and this effect weakens progressively as qualification levels increases. The findings indicate that controlling management practices-including supervision of teaching, performance assessment, and evaluation of learners' progress-are vital determinants of learners' academic achievement in West Pokot County.

Consistent with Akpan (2011), effective control ensures operations conform to standards, while the negative moderation of academic qualifications implies that as Headteachers become more qualified, their focus on direct instructional supervision may lessen in favour of administrative roles (Lunenberg, 2012).The interdependence between planning and control noted by Musingafi et al. (2014) suggests that weak planning may have reduced the effectiveness of control, contributing to persistent poor KCPE performance. Moreover, as Olembo, Wanga, & Karagu (1992) observed, many Kenyan schools employ procedural rather than performance-based control, limiting improvement.

In resource-limited contexts like West Pokot, less qualified Headteachers may rely more on close supervision to maintain standards (Okumbe, 1998), while higher qualifications may dilute direct control due to increased administrative burdens (Bush, 2011; Leithwood et al., 2006). The results align with Fayol's (1916) classical management theory emphasizing control as a key function but also reflect Likert's (1916) and Fiedler's (1967) contingency views that management effectiveness depends on situational variables. Supporting evidence from Wanjala & Rono (2018) and Wawer & Orodho (2014) further suggests that rigid control systems are less effective in rural, resource-constrained settings. Therefore, in West Pokot, control mechanisms should

prioritize instructional quality assurance through teacher support, feedback, and performance evaluation rather than administrative compliance.

The null hypothesis ($H_05_)$ stated that;

Headteachers' controlling management practices in academic programmes have no significant effect on learners' academic performance in public primary schools in West Pokot County.

The regression results indicated significant positive relationships for Headteachers (β = 0.916, t = 12.506, p = 0.000), for subject HODs (β = 0.468, t = 5.824, p = 0.000), and pupils (β = 0.820, t = 18.033, p = 0.000). The null hypothesis was rejected, confirming that controlling management practices have a significant effect on pupils' academic performance. This result supports Koontz & Weihrich (2010) and Lunenburg & Ornstein (2012), who emphasized that effective control ensures adherence to educational standards and contributes to sustained academic excellence.

In West Pokot County context, this finding reinforces that rigorous supervision, monitoring, and corrective action by Headteachers are essential for improving school performance, though challenges in planning and resource constraints remain. The study established that controlling practices

4.17 Hypotheses Testing Summary

A summary of hypotheses testing between Headteachers management practices and pupil's academic achievement are presented in Table 4.43.

Table 4.42: Overall Summaries of Hypotheses Testing

No	Hypotheses	Coefficient (beta value)	Sig.	Verdict
HO_1	There is no statistically significant relationship between planning practices in academic programmes and pupils' academic achievement in public primary schools in West Pokot County, Kenya.	0.630	0.000	Not Supported
HO_2	There is no statistically significant relationship between organizing practices in academic programmes and pupils' academic achievement in public primary schools in West Pokot County, Kenya.	0.738	0.000	Not Supported
HO_3	There is no statistically significant relationship between staffing practices in academic programmes and pupils' academic achievement in public primary schools in West Pokot County, Kenya.	0.542	0.001	Not Supported
HO_4	There is no statistically significant relationship between directing practices in academic programmes and pupils' academic achievement in public primary schools in West Pokot County, Kenya.	0.791	0.005	Not Supported
HO_5	There is no statistically significant relationship between controlling practices in academic programmes and pupils' academic achievement in public primary schools in West Pokot County, Kenya.	0.916	0.000	Not Supported

Source: Researcher, 2017

4.18 Overall Summary of Results

Having analyzed the findings as per the objectives, a comparison was done on the effect of each independent variable to the dependent variable. This was to identify the variables (Planning, organizing, staffing, directing and controlling Headteachers management practices in academic programmes) that had the strongest effect on the academic achievement of pupils in West Pokot County public primary schools. Simple linear regression was used to determine the effect of the independent variables on the dependent variable as presented in Table 4.42.

Table 4.43: A Comparison of the Effect and Impact of Headteachers Management Practices on Pupils' Academic Achievement

Management Practices	Headteacher			Subject HOD's			Pupils			
	R^2	B	Beta	R^2	B	Beta	R^2	B	Beta	Sig.
Planning	.397	.016	.036	.280	.202	.415	.818	.515	.650	0.000
Organizing	.544	.081	.197	.225	.193	.346				0.000
Staffing	.294	.085	.127	.287	.208	.454				0.000
Directing	.625	.103	.304	.253	.193	.434				0.000
Controlling	.839	.759	.522	.219	.190	.305	.673	`.457	.463	0.000

Source: Researcher, 2017

The results show that all the independent variables had a significant level of 0.000. For a variable to be significant it must have a significant level of less than 0.05. This implies that all the independent variables were statistically significant and thus had an effect on the dependent variable (KCPE mean scores of schools). Comparing the five independent variables and according to the Headteachers, the controlling practices in academic programmes had the highest effect on the academic achievement of pupils in West Pokot County, Kenya (R^2= 0.839). This is based on the fact that Headteachers controlling practices in academic programmes had the highest effect of 83.9% on the KCPE mean scores of the schools. It also had the highest impact (β = 0.522) with a strength of 52.2% and unstandardized coefficient B = 0.759 where a one-unit increase attracts an increase of 0.759 which is equivalent to 75.9% of the Headteachers controlling practices towards the KCPE mean scores of schools.

The second highest management practice was the Headteachers directing practices with R^2 = 0.625 which is 62.5%; β = 0.304) with a strength of 30.4% and unstandardized coefficient B = 0.103 where a one-unit increase attracts an increase of 0.103 which is equivalent to 10.3% of the Headteachers directing practices in academic programmes

towards the KCPE mean scores of schools. The third management practice was the Headteachers organizing practices with $R^2 = 0.544$ which is 54.4%; $\beta = 0.197$ with a strength of 19.7% and unstandardized coefficient B = 0.081 where a one-unit increase attracts an increase of 0.081 which is equivalent to 8.1% of the Headteachers organizing practices in academic programmes towards the KCPE mean scores of schools. The fourth function was the Headteachers planning practices with $R^2 = 0.397$ which is 39.7%; $\beta = 0.036$ with a strength of 3.6% and unstandardized coefficient B = 0.016 where a one-unit increase attracts an increase of 0.016 which is equivalent to 1.6% of the Headteachers planning practices in academic programmes towards the KCPE mean scores of schools. Finally, the Headteachers staffing practices was fifth with $R^2 = 0.294$ which is 29.4%; $\beta = 0.127$ with a strength of 12.7% and unstandardized coefficient B = 0.085 where a one-unit increase attracts an increase of 0.085 which is equivalent to 8.5% of the Headteachers staffing practices in academic programmes towards the KCPE mean scores of schools.

The implication of these results based on the effect and impact of Headteachers management means that Headteachers of West Pokot County public primary schools rely on the Headteachers controlling practices in academic programmes for improved pupil academic achievement at the expense of other management practices. The poor performance of pupils in West Pokot County could be due to poor application of management principles in education fields vis-à-vis the application of theory and practice of management in their schools (Ali & Abdalla, 2017). Based on the early work of Fayol (1949), he identified planning, organizing, staffing, directing and controlling as the key management practices for organizational performance.

The Headteachers planning practices was the first management practice which is a conscious, careful and systematic process of arranging a future course of action directed

at goal achievement by providing the direction in relation to objectives, activities, procedures, strategies, cost implications, sources of funds, responsibilities and duration or time frame for attainment of set objectives (Gawie & Masese, 2016). According to Ezeugbor & Chukwumah (2015), schools need a strategic plan to be applied in any school with a mission to succeed in the best educational interests of their students.

These sentiments are supported by Ngware et al., 2006; Akpan (2000, 2011) who stated that nothing affects a school more than its ability to create and execute a strategic plan. Further, according to Musingafi, et. al, (2014) planning and controlling are two inseparable practices of management and without planning, controlling is a meaningless exercise and also without controlling, planning is useless. Therefore, planning presupposes controlling and controlling succeeds planning.

A good strategic plan can therefore improve student outcomes, keep great teachers and enhance the reputation of school leadership as indicated by Ngware et al. (2006) and Akpan (2000, 2011) and Kabiru, et al. (2018) indicated that many schools were grappling with management problems which had led to their poor performance (Kabiru, et al, 2018). According to Headteachers of the public primary schools in West Pokot County indicated that: *"We do not have strategic plans and those who have them never implement them in their schools. Some of them have not been professionally made by experts, others are a requirement of school management but due to many factors and challenges they are just papers for records purposes".*

However, results of subject HOD's indicated Headteachers staffing management practices to have the highest effect (R^2 = .287) and impact (strength) (B = .454) and B = .208 where a one-unit increase attracts an increase of .208 which is equivalent to

20.8% of Headteachers staffing management practices in academic programmes towards the KCPE mean grades of schools.

This was followed by planning, directing, organizing and finally controlling Headteachers management practices in academic programmes. On the strength of the five Headteachers management practices, the management staffing practices had the highest strength, followed by directing, planning, organizing and finally controlling Headteachers management practices in academic programmes. Results by the subject HOD's implies that the teachers of West Pokot County public primary schools have poor application of management principles in education fields and application of theory and practice of management in their schools and are not able to give proper management and leadership of their departments which has contributed to the low performance as indicated in Table 4.9.

From the above analysis a comparison of the values of regression analysis of the effect of Headteachers management practices on pupils' academic achievement and the values of regression analysis of the moderation effects of Headteachers demographic characteristics on the relationship between Headteachers management practices and pupils' academic achievement can be deduced. Firstly, experience as Headteacher had a moderating effect on the relationship between the controlling practices and staffing practices and KCPE mean scores. Secondly, experience as a Headteacher had direct effects on all the Headteachers management practices. The academic qualifications and teaching experience of the Headteachers had a moderating effect on controlling practices and KCPE mean scores only.

Further, planning management practices in academic programmes on pupils' academic achievement was $R^2 = 39.7\%$. But with the introduction of the moderators its effect was reduced to $R^2 = 25\%$ by experience as a Headteacher, $R^2 = 9.62\%$ by teaching experience

and R^2= 9.81% by academic qualifications of the Headteachers. The organizing management practices R^2 = 54.4%. But with the introduction of the moderators its effect was reduced to R^2= 23.57% by experience as a Headteacher, R^2= 6.60% by teaching experience and R^2= 8.34% by academic qualifications of the Headteachers.

The Headteachers staffing management practices was R^2 = 29.4%. But with the introduction of the moderators its effect was increased to R^2= 41.67% by experience as a Headteacher, reduced to R^2= 21.38% by teaching experience and R^2= 24% by academic qualifications of the Headteachers. The Headteachers directing management practices effect was R^2 = 62.5%. But with the introduction of the moderators its effect was reduced to R^2= 23.08% by experience as a Headteacher, R^2= 8.43% by teaching experience and R^2= 7.26% by academic qualifications of the Headteachers.

Finally, the Headteachers controlling management practices effect was R^2 = 83.9%. But with the introduction of the moderators its effect was reduced to R^2= 50.3% by experience as a Headteacher, R^2= 35.1% by teaching experience and R^2= 40.2% by academic qualifications of the Headteachers. This implies that the Headteachers demographic characteristics had a moderating effect on Headteachers management practices and pupils' academic achievement in public primary schools in West Pokot County. This explains the poor results of pupils as indicated in Table 4.9.

Results from reviewed literature by Luke & Mavis (2014) and Gawie & Masese, (2016) indicated that planning practices is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, who it serves, what it does, and why it does it, with a focus on the future. Therefore, Headteachers in West Pokot County public primary schools do not show skills in Planning management practice. The early work of Fayol (1949) identified planning, organizing, staffing,

directing and controlling as the key management practices in organizational performance.

These were theorized as being universal and that every manager needs to perform these actions in their daily work (Fayol, 1960) as cited by (Kabiru, et al, 2018). Therefore, the Headteachers' ability to apply their skills, knowledge, practices and work effectively together with the teachers and pupils as a team is enhanced and improved over time through proper application of the management practices (Plunkett, Allen & Attner, 2012; Kabiru, et al, 2018). When this is done it is expected that the pupils' academic achievement will improve.

4.19 Multiple Linear Regression for the Joint Prediction of Headteachers Management Practices in Academic Programmes on Pupils' Academic Achievement in Public Primary Schools in West Pokot County

The multiple linear regression was used to determine the joint prediction of the independent variables (Headteachers management practices) on the dependent variable (KCPE mean scores). Subject HOD's and pupils were to verify the findings of Headteachers. The results are presented in Table 4.44.

Table 4.44: Model Summary for Joint Prediction of Headteachers Management Practices on the KCPE Mean Scores by Multiple Linear Regression

						ANOVA	
	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
Headteachers	**1**	.956	.914	.898	.10091	55.301	.000
Subject	**2**	.994	.987	.987	.02794	1832.44	.000
HOD's							
Pupils	**3**	.983	.967	.967	.05406	2314.13	.000

a. Predictors: (Constant), Planning, Organizing, Staffing, Directing, Controlling
b. Dependent Variable: KCPE Mean Scores

Source: Researcher, 2017

The findings as presented in table 4.47 for Headteachers and subject HOD's revealed that 91.4% and 98.7% variation of KCPE mean scores of schools respectively was predicted by planning, organizing, staffing, directing and controlling Headteachers management practices in academic programmes (R^2 = 0.914) and (R^2 = 0.987) respectively. For pupils, the findings showed that 96.7% variation of KCPE mean grade of schools was predicted by planning and controlling Headteachers management practices in academic programmes (R^2 = 0.967). Their joint prediction was significant as shown by the F value (F = 55.301, p = 0.000) for Headteachers, (F = 1832.44, p = 0.000) for subject HOD's and (F = 2314.13, p = 0.000) for Pupils. The VIF values were less than 10 indicating the absence of multi-collinearity and thus the variation contributed by each of the independent variables were significant.

4.19.1 The Moderating Effect of Demographic Characteristics of Headteachers on the Relationship between the Headteachers Management Practices and Pupil's Academic Achievement

A moderation test by PROCESS Macro was run, with Headteachers management practices (joint) as the predictor, KCPE mean scores as the dependent, and demographic characteristics (joint) of the Headteachers as a moderator. Table 4.45 shows the results of the regression coefficients of the interaction of Headteachers demographic characteristics on the Headteachers management practices and the KCPE mean scores of schools.

Table 4.45: Regression Coefficients of the Interaction Effect of Headteachers Demographic Characteristics on Headteachers Management Practices in Academic Programmes and KCPE Mean Scores of Schools

Model Summary	R	R-Square	F	df1	df2	p
Model	0.9212	0.8487	29.1637	5.0000	26.0000	0.0000
Outcome Variable						
Model Summary	**R**	**R-Square**	**F**	**df1**	**df2**	**p**
Model	0.4666	0.2178	4.0363	2.0000	29.0000	0.0284
	b	**B**	**t**	**p**	**LLCI**	**ULCI**
Constant	0.7809	0.1446	5.4006	0.000	0.4837	1.0781
HT. Management	0.5977	0.0532	11.2400	0.0000	0.4884	0.7070
Experience as Headteacher	9.4366	3.4824	2.7098	0.011	2.3142	16.559
Effect	0.5977	0.0532	11.2400	0.0000	0.4884	0.7070

Source: Researcher, 2017

The Moderators explained a reduction of 6.53% below the Headteachers management practices which was indicative that the addition of a moderator variable did not improve the prediction of the KCPE mean scores of schools. The hierarchical multiple regression further revealed a decrease in R- Square values with the addition of the blocks of variables. For example, the controls contributed to an R- square change of 12.8%. With the addition of the direct variables (Planning, organizing, staffing, directing and controlling Headteachers management practices in academic programmes), the R-square effect increased to 91.4% (R-square change of 0.914). With introduction of the moderator (Experience as Headteacher, teaching experience of Headteacher, Headteachers level of education) its effect reduced to 21.78% (R-square change of 0.2178) meaning that the moderators contributed to the variance explained on the KCPE mean scores of schools by the controls and the direct effects. However, its effect reduced to 21.78% with interactions between the moderators and Headteachers

management practices, since planning, organizing, staffing, directing and controlling Headteachers management practices in academic programmes were insignificant. Subsequently, after a replication of interaction of the moderator and it was significant ($p = 0.0284$). Therefore, the moderation effect of demographic characteristics on the relationship between Headteachers management practices and KCPE mean scores of schools was therefore shown up by a highly significant interaction effect, $b = 0.5977$, 95% CI (0.4884, 0.7070), $t = 11.2400$, $p= 0.000$, indicating that the relationship between Headteachers management practices and KCPE mean scores of schools was moderated by experience as Headteacher, Headteachers academic qualifications and Headteachers teaching experience.

4.19.2 Testing Hypotheses of Headteachers Management Practices on the KCPE Mean Scores by Multiple linear regression

Multiple linear regression was done to find out the effect of Headteachers management practices in academic programmes on pupils' academic achievement in schools. The hypothesis stated that Headteachers management practices in academic programmes have no significant effect on pupils' academic achievement in West Pokot County, Kenya. The results are presented in Table 4.46.

Table 4.46: Multiple Linear Regression of Headteachers Management Practices in Academic Programmes Using ANOVA

Model		Sum of Squares	df.	Mean Square	F	Sig.
1	Regression	2.816	5	.563	55.301	.000[b]
Headteachers	Residual	.265	26	.010		
	Total	3.080	31			
2	Regression	7.152	5	1.430	1832.44	.000[b]
Subject	Residual	.091	117	.001		
HOD's	Total	7.243	122			
3	Regression	13.524	2	6.762	2314.13	.000[b]
Pupils	Residual	.459	157	.003		
	Total	13.983	159			

Dependent Variable: KCPE Mean Scores
Predictors: (Constant), Controlling, Planning, Staffing, Directing

Source: Researcher, 2017

The ANOVA Table 4.46 indicates that the mathematical model (the regression equation) can accurately explain variation in the dependent variable KCPE mean scores of schools. The value of $\rho = 0.000$ provides evidence that there is a low probability that the variation explained by the model is due to chance. Therefore, we can conclude that changes in the dependent variable KCPE mean scores of schools' results from changes in the independent variables planning, organizing, staffing, directing, and controlling Headteachers management practices in academic programmes (Headteachers management practices).

The high R^2 values imply that the five management practices are collectively central to school performance. Planning enables schools to set realistic academic goals, resource allocation strategies, and instructional priorities aligned with curriculum standards. Organizing ensures that human and material resources are efficiently structured to facilitate learning, while staffing ensures competent personnel are recruited and developed to deliver instructional objectives (Kabiru et al., 2018). Directing provides the motivational and leadership framework required for coordinated effort, whereas

controlling enables evaluation and correction to maintain performance standards (Bush, 2020; Kariuki et al., 2024; Alam & Ahmed, 2017).

The significant joint effect across respondents (Headteachers, HODs, and learners) suggests a strong perception of the interdependence of these practices. The consistency of results across different respondent categories strengthens the internal validity of the study, showing that effective management enhances academic performance through systematic implementation of these interrelated practices. These findings resonate with international research indicating that school leadership and management are key determinants of learning outcomes (Hallinger & Wang, 2020; Leithwood et al., 2020; Ali & Abdalla, 2017).

The moderating effect of demographic characteristics, particularly experience in Headship, highlights the importance of professional maturity in school leadership. Experienced Headteachers appear more adept at interpreting educational policies, managing resources, and motivating staff to achieve academic excellence. The practical understanding of administrative dynamics enables them to adjust management practices to suit local conditions, which is crucial in resource-constrained environments like West Pokot County (Chepng'eno et al., 2023). However, the reduction in R2 with the introduction of moderators implies that experience alone cannot compensate for gaps in strategic innovation or training. Continuous professional development is therefore necessary to ensure that experience translates into improved management competence (Adebayo & Shonubi, 2021; Akpan, 2020).

The findings also imply that effective management practices create a supportive school culture that promotes teacher collaboration and accountability, leading to improved pupil engagement and performance. Conversely, weak management practices result in

inefficiency, poor motivation, and inadequate supervision, ultimately lowering achievement. These outcomes are consistent with evidence from similar contexts in Uganda, Ghana, and South Africa, where leadership quality has been found to mediate the impact of resource constraints on educational outcomes (Ampofo et al., 2019; Mpaata et al., 2022; Bush et al., 2016).

Overall, the study demonstrates that the holistic application of the management functions-supported by professional experience-enhances pupils' academic performance by fostering goal clarity, teamwork, and accountability. However, sustained improvement depends on developing adaptive leadership that responds to contextual realities through training, supervision, and data-driven decision-making.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summaries of the findings; It also presents conclusions drawn from the findings and makes recommendations for further research.

5.2 Summary of Findings

This section provides a discussion of summary of findings for the study in line with the objectives relative to the existing literature.

5.2.1 Objective 1: Headteachers Planning Management Practices in Academic Programmes and Pupils' Academic Achievement

Hypotheses four (H_{01}) stated that: *Headteachers planning management practices in academic programmes has no significant effect on pupils' academic achievement in West Pokot County, Kenya.*

The correlation analysis for Headteachers revealed planning had a moderate positively significant correlation ($r = 0.630$, $p < 0.01$) with KCPE mean scores. Gender had a weak negative significant correlation with planning ($r = -0.375$, $p < 0.05$). Planning had a very strong significant correlation ($r = 0.899$, $p < 0.01$) with organizing practices, a weak positive significant correlation with directing ($r = 0.402$, $p < 0.05$), a moderate positive significant correlation ($r = 0.535$, $p < 0.05$) with controlling practices, and a very weak negative significant correlation with gender ($r = -0.375$, $p < 0.05$). The correlation analysis for Subject HODs revealed planning had a moderate positive and significant correlation ($r = 0.529$, $p < 0.01$) with KCPE mean scores. Gender had a weak negative non-significant correlation with planning ($r = -0.042$, $p > 0.05$), and a positive weak non-significant correlation ($r = 0.060$, $p > 0.05$) with KCPE means scores. The

correlation analysis for learners revealed planning had a very strong positive and significant correlation for learners ($r = 0.904$, $p < 0.01$) with KCPE mean scores. Experience in Headship had a weak negative significant correlation with planning ($r = - 0.410$, $p < 0.05$), and a negative very weak significant correlation ($r = - 0.358$, $p < 0.05$) with KCPE means scores.

The multiple regression results $R^2 = 0.397$ (39.7%) for Headteachers, $R^2 = 0.280$ (28.0%) for Subject HOD's and $R^2 = 0.818$ (81.8%) for pupils could be accounted for by the Headteachers planning management practices in academic programmes. This means that 60.3% for Headteachers, 72% for subject HOD's and 18.2% for pupils of the variation of the KCPE mean scores cannot be explained by Headteachers planning management practices in academic programmes alone.

The findings of the estimated standardized coefficients ($\beta = .630$, $p < 0.05$) for Headteachers, ($\beta = .529$, $p < 0.05$) for HOD's and ($\beta = .904$, $p < 0.05$) for pupils of this study revealed that the Headteachers planning management practices in academic programmes had a positive and significant effect on the KCPE mean scores of schools. In addition, the unstandardized coefficients indicate that a one-unit increase attracts an increase of 0.016 which is equivalent to 1.6% for Headteachers, a one-unit increase attracts an increase of 0.202 which is equivalent to 20.2% for subject HOD's and a one-unit increase attracts an increase of 0.515 which is equivalent to 51.5% of the Headteachers planning practices in academic programmes towards the KCPE mean grades of schools.

The moderation analysis results $R = 0.5007$ indicates a moderate correlation between the planning practices and KCPE mean scores, $F = 3.12$, $R^2 = 0.2507$, $p < .05$ approximately 25% of the variance in KCPE Mean scores is explained by the

Headteachers planning practices, experience as Headteacher and the interaction between them. Further, the moderation results *b*= 1.02, 95% CI [- 10.63, 12.67], t= *.178*, *p* >.05, indicate there was a non-significant main effect found between planning practices and KCPE mean scores, and the results *b*= 10.41, CI [3.08, 17.74], t= 2.91, *p* <.05 indicated a positive significant main effect of Experience as a Headteacher on KCPE mean scores. There was a non- significant interaction *b*= -5.07, CI [- 14.43, 4.29], t= - 1.11, *p*> .05 found by experience as a Headteachers on perceived planning practices and KCPE mean scores. At low levels, (*b*= 6.76, CI [- 8.31, 21.84], t= .919, *p* >.05) the participants who reported low levels of experience as Headteacher experienced a low effect of the planning practices on KCPE mean scores when compared to average or lower than average levels of experience as a Headteacher (*b*= 1.02, CI [-10.63, 12.67], t= .179, *p* >.05; *b*= -4.73, CI [-21.15, 11.69], t= - .59, *p* <.05, respectively).

This means that the indirect and direct regression coefficient for experience as a Headteacher (β = -5.07, p > 0.05) and (β=10.41, p < 0.05), (β = -2.19, p > 0.05) and (β= -6.62, p > 0.05) teaching experience and (β = 4.90, p > 0.05) and (β= -6.73, p < 0.05) academic qualifications, on the interaction term of the Headteachers planning practices had coefficients which were non-significant. However, the direct effects (β=10.41, p < 0.05) of experience as a Headteacher on KCPE mean scores was significant. The Headteachers planning practices in academic programmes and KCPE mean scores of schools was not moderated by experience as Headteacher, teaching experience and highest academic qualification of the Headteachers as shown by the non- significant interaction effect in line with objective one and the hypotheses postulated in the study.

The regression results showed that planning had a moderately strong positive and significant effect on KCPE mean scores of schools for Headteachers (β = 0.630, p =

0.000), subject HODs (β = 0.529, p = 0.000), and pupils (β = 0.904, p = 0.000). The hypothesis was therefore rejected.

5.2.2 Objective 2: Headteachers Organizing Management Practices in Academic Programmes and Pupils' Academic Achievement.

Hypotheses four (H_{02}) stated that: *Headteachers organizing management practices in academic programmes has no significant effect on pupils' academic achievement in West Pokot County, Kenya.*

The correlation analysis for Headteachers revealed organizing had a strong positively significant correlation (r = 0.738, p < 0.01) with KCPE mean scores, and moderate positive significant correlation (r = 0.615, p < 0.01) with controlling practices. The correlation analysis for Subject HODs revealed organizing had a weak positive and significant correlation (r = 0.474, p < 0.01) with KCPE mean scores.

The multiple regression results R^2 = 0.544 (54.4%), for Headteachers, R^2 = 0.225 (22.5%) for Subject HOD's. This means that 45.6% for Headteachers and 77.5% for subject HOD's of the variation of the KCPE mean scores cannot be explained by Headteachers organizing management practices in academic programmes alone. The estimated standardized coefficients indicated a very weak positive relationship between organizing function in academic programmes and pupils' academic achievement which was not statistically significant (β = 0.197, ρ > 0.05) with a strength of 19.7% for Headteachers and a weak positive relationship which was statistically significant (β = 0.346, ρ = < 0.05) with a strength of 34.6% for subject HOD's. Thus, the null hypothesis for Headteachers was not rejected

The unstandardized coefficients indicate that a one-unit increase attracts an increase of .081 (8.1%) for Headteachers and a one-unit increase attracts an increase of .193

(19.3%) for subject HOD's of the Headteachers organizing management practices in academic programmes towards the KCPE mean scores of schools.

The moderation analysis results R = 0.4855 indicates a moderate correlation between the organizing practices and KCPE mean scores, F = 2.88, R^2 = 0.2357, p <.05 approximately 23.57% of the variance in KCPE Mean scores is explained by the Headteachers organizing practices, experience as a Headteacher and the interaction between them is significant.

The moderation results *b*= - 4.44, 95% CI [- 15.07, 6.18], t=- .*856*, *p* >.05, indicate a non-significant main effect between organizing practices and KCPE mean scores. The results *b*= 10.29, CI [3.02, 17.56], t= 2.90, *p*<.05 indicated a positive significant main effect of experience as a Headteacher on KCPE mean scores, a non-significant interaction *b*= - .069, CI [3.02, 17.56], t= -.017, *p*> .05 by experience in Headship on organizing practices and KCPE mean scores. At low levels of experience, (*b*= - 4.36, CI [- 18.23, 9.51], t= -.644, *p* >.05) the participants reported lower levels of experience in Headship, the organizing practices had a negative non-significant effect on KCPE outcomes when compared to average or lower than average levels of experience as a Headteacher (*b*= -4.44, CI [-15.07, 6.19], t= -.856, *p* >.05, *b*= 4.52, CI [-18.78, 9.75], t= - .649, *p* >.05, respectively). Therefore, organizing practices did not have a substantial impact on KCPE outcomes. However, the direct effect of experience in Headship was positive and significant, indicating that more experienced Headteachers are linked to higher KCPE mean scores and the effect of organizing practices on KCPE Mean scores remains negative at different levels of experience in Headship, but none of these effects are statistically significant.

The estimated standardized coefficients showed a strong positive effect between the Headteachers organizing management practices in academic programmes and pupils'

academic achievement which were statistically significant ($\beta_2 = 0.738$, $\rho = 0.000$) with a strength of 73.8% for Headteachers, a weak positive relationship, ($\beta_2 = 0.474$, $\rho = 0.000$) with a strength of 47.4% for subject HOD's. Thus, the null hypothesis was rejected and concluded that the Headteachers organizing management practices in academic programmes had a significant effect on the KCPE mean scores of schools.

The moderation results revealed the indirect and direct regression coefficient for experience as a Headteacher ($\beta = -.069$, $p > 0.05$) and ($\beta = 10.29$, $p < 0.05$), ($\beta = 0.841$, $p > 0.05$) and ($\beta = -5.87$, $p > 0.05$) teaching experience and ($\beta = 6.17$, $p > 0.05$) and ($\beta = -6.73$, $p < 0.05$) academic qualifications on the interaction term of the Headteachers organizing management practices in academic programmes had negative effects and coefficients which were not significant for experience as a Headteacher, teaching experience and academic qualification. However, the direct effects ($\beta = 10.29$, $p < 0.05$) of experience as a Headteacher had a positive significant effect on the Headteachers organizing management practices in academic programmes. The Headteachers organizing practices in academic programmes and KCPE mean scores of schools was not moderated by experience as Headteacher, teaching experience and highest academic qualification of the Headteachers as shown by the non- significant interaction effect.

5.2.3 Objective 3: Headteachers Staffing Management Practices in Academic Programmes and Pupils' Academic Achievement.

Hypotheses four (H_{03}) stated that: *Headteachers staffing management practices in academic programmes has no significant effect on pupils' academic achievement in West Pokot County, Kenya.*

The correlation analysis for Headteachers showed staffing had a moderate positively significant correlation ($r = 0.542$, $p < 0.01$) with KCPE mean scores, and a moderate

positive significant correlation ($r = 0.491$, $p < 0.01$) with controlling. The correlation analysis for Subject HODs showed staffing had a moderate positive and significant correlation ($r = 0.536$, $p < 0.01$).

The multiple regression results $R^2 = 0.294$ (29.4%) for Headteachers, $R^2 = 0.287$ (28.7%) for Subject HOD's can be accounted for by Headteachers staffing practices in academic programmes. This means that 70.6% for Headteachers and 71.3% for subject HOD's of the variation of the KCPE mean scores cannot be explained by Headteachers staffing management practices in academic programmes alone.

The estimated standardized coefficients showed a very weak positive relationship between Headteachers staffing practices in academic programmes and pupils' academic achievement which was statistically significant ($\beta = 0.127$, $\rho < 0.05$) with a strength of 12.7% for Headteachers and a weak positive relationship which was statistically significant ($\beta = 0.454$, $\rho = 0.000$) with a strength of 45.4% for subject HOD's. The unstandardized coefficients indicate that a one-unit increase attracts an increase of 0.085 which is equivalent to 8.5% for Headteachers and a one-unit increase attracts an increase of 0.208 which is equivalent to 20.8% for subject HOD's of Headteachers staffing management practices in academic programmes towards the KCPE mean grades of schools. The null hypothesis was rejected.

The moderation analysis results $R = .6455$ indicated a strong correlation between the staffing practices and KCPE mean scores, $F = 6.67$, $R^2 = 0.4167$, $p < .05$ approximately 41.67% of the variance in KCPE Mean scores, explained by the Headteachers staffing practices, experience as a Headteacher and the interaction between them is significant. The moderation results $b = -13.98$, 95% CI [-29.10, 1.14], $t = -1.89$, $p < .05$, with a negative significant main effect found between staffing practices and KCPE mean scores, $b = 7.17$, CI [-. 825, 13.52], $t = 2.31$, $p < .05$ indicating positive significant main

effect of experience as a Headteacher on KCPE mean scores. There was a significant interaction *b*= 14.03, CI [2.12, 25.94], t= 2.41, *p*< .05 found by experience in Headship on staffing practices and KCPE mean scores. At low levels, (*b*= -1.13, CI [- 49.92, -9.87], t= -3.06, *p* <.05) of experience in Headship the influence of staffing practices was negative but minimal on KCPE mean scores when compared to average or higher than average levels of experience in Headship (*b*= -13.98, CI [-29.10, 1.14], t= -.89, *p* >.05, *b*= 1.93, CI [-18.59, 22.45], t= .193, *p* >.05, respectively).

The findings (β = .542, p < 0.05) for Headteachers and (β = .536, p < 0.05) for HOD's of this study, it was revealed that the Headteachers staffing management practices in academic programmes had a positive and significant effect on the KCPE mean scores of schools. The indirect and direct regression coefficients for experience as a Headteacher (β = 14.03, p < 0.05) and (β= 7.17, p < 0.05), (β = 10.86, p > 0.05) and (β= -4.80, p > 0.05) teaching experience and (β = 6.54, p > 0.05) and (β= -7.85, p > 0.05) academic qualifications on the interaction term of the Headteachers staffing management practices in academic programmes had coefficients which were positive and significant for experience as a Headteacher and negative and non-significant for teaching experience and academic qualifications. The Headteachers staffing management practices in academic programmes and KCPE mean grades of schools was therefore moderated by experience as Headteacher, but not by teaching experience and highest academic qualification. The Headteachers staffing practices in academic programmes and KCPE mean scores of schools was moderated by experience as Headteacher but not teaching experience and highest academic qualification of the Headteachers.

5.2.4 Objective 4: Headteachers Directing Management Practices in Academic Programmes and Pupils' Academic Achievement.

Hypotheses four (H_{04}) stated that: *Headteachers directing management practices in academic programmes has no significant effect on pupils' academic achievement in West Pokot County, Kenya.*

The correlation analysis for Headteachers showed directing had a high positively significant correlation ($r = 0.791$, $p < 0.01$) with KCPE mean scores, a moderate positive significant correlation ($r = 0.508$, $p < 0.01$) with organizing, a moderate positive significant correlation ($r = 0.632$, $p < 0.05$) with controlling practices. Age had a weak positive significant correlation ($r = 0.375$, $p < 0.05$) with directing. For Subject HODs directing had a moderate positive and significant correlation ($r = 0.503$, $p < 0.01$) with KCPE mean scores, a weak negative significant correlation ($r = - 0.415$, $p < 0.05$) with academic qualifications.

The multiple regression results $R^2 = 0.625$ (62.5%) for Headteachers, $R^2 = 0.253$ (25.3%) for subject HOD's can be accounted for by Headteachers directing management practices in academic programmes. This means that 37.5% for Headteachers and 74.7% for subject HOD's of the variation of the KCPE mean scores cannot be explained by the Headteachers directing management practices alone.

The moderation analysis results R = .4805 indicates a moderate correlation between the directing practices and KCPE mean scores, $F = 2.80$, $R^2 = 0.2308$, $p < 0.05$, approximately 23.08% of the variance in KCPE Mean scores is explained by the Headteachers directing practices, experience as a Headteacher and the interaction between them and is significant. The results $b = - 3.26$, 95% CI [-12.28, 5.76], $t = - .741$, $p > .05$, showed a negative non-significant main effect between directing practices

and KCPE mean scores, b= 10.10, CI [2.84, 17.36], t=2.85, p <.05 indicating a positive significant main effect of experience in Headship on KCPE mean scores.

There was a non-significant interaction b= .709, CI [-6.74, 8'16], t= .195, p> .05 found by experience in Headship on directing practices and KCPE mean scores. At low levels, (b= -4.07, CI [- 17.68, 9.55], t= - .612, p >.05) of experience in Headship, the effect of directing practices was negative and non-significant indicating that experience in Headship and directing does not have a significant impact on KCPE outcomes. At average or higher than average levels of academic qualifications (b= -3.26, CI [-12.28, 5.76], t= -. 741, p>.05, b= -2.46, CI [-13.42, 8.50], t= - .460, p >.05, respectively).

The moderation analysis results R = .2903 indicates a weak correlation between the directing practices and KCPE mean scores, F = .859, R^2 = .0843, p > .05, shows approximately 8.43% of the variance in KCPE Mean scores is explained by the Headteachers directing practices, teaching experience and the interaction between them is significant. The moderation results b= 4.72, 95% CI [-8.55, 17.99], t= *729*, p >.05, indicate there was a positive non-significant main effect found between directing practices and KCPE mean scores, b= -8.18, CI [- 18.67, 2.31], t= - 1.6, p >.05, a negative non-significant main effect of teaching experience on KCPE means scores. There was a non-significant interaction b= - 5.39, CI [-22.60, 11.82], t= .642, p> .05 between teaching experience and directing practices and KCPE mean scores. At low levels, (b= 10.10, CI [- 17.70, 37.91], t= .745, p >.05), teaching experience effect on directing practices was negative but non-significant when compared to average or lower than average levels of teaching experience (b= 4.72, CI [-8.55, 17.99], t= .729, p>.05, b= .342, CI [-10.88, 11.56], t= .06, p >.05, respectively). This means that at average and lower levels than the average of teaching experience of Headteachers, the directing effect reduces but non-significant on KCPE mean scores.

The moderation analysis results R = .2785 indicates a weak correlation between the directing practices and KCPE mean scores, F = .785, R^2 = .0726, p > .05 suggests that approximately 7.26% of the variance in KCPE Mean scores is explained by the Headteachers directing practices, academic qualifications and the interaction between them and is non-significant. The moderation results *b*= - 1.93, 95% CI [-11.59, 7.73], t= -*.409*, *p* >.05, indicate there was a negative non-significant main effect between directing practices and KCPE mean scores, and the results *b*= -7.42, CI [- 18.11, 3.28], t= - 1.42, *p* >.05 indicated a negative non-significant main effect of academic qualification on KCPE mean scores. There was a non-significant interaction *b*= 3.75, CI [-7.29, 14.78], t= .6951, *p*> .05 found by academic qualifications on directing practices and KCPE mean scores. At low levels, (*b*= -5.05, CI [- 19.33, 9.23], t= -724, *p* >.05) of academic qualifications the effect of directing practices was negative but non-significant when compared to average or higher than average levels of academic qualifications (*b*= -1.93, CI [-11.59, 7.73], t= -.409, *p*>.05, *b*= 1.19, CI [-11.12, 13.51], t= .198, *p* >.05, respectively). This means that at higher levels of academic qualifications of the Headteachers, the effect academic qualification and directing practices has a non-significant effect.

From the findings (β = .791, p < 0.05) for Headteachers and (β = .503, p < 0.05) for HOD's, it was revealed that Headteachers directing management practices in academic programmes had a positive and significant effect on KCPE mean scores of schools. The moderating indirect and direct regression coefficients for experience as a Headteacher (β = .709, p > 0.05) and (β= 10.10, p < 0.05), (β = -5.31, p > 0.05) and (β= -8.18, p > 0.05) teaching experience and (β = 3.75, p > 0.05) and (β= -7.42, p > 0.05) academic qualifications on the interaction term of the Headteachers directing management practices in academic programmes had coefficients which were not significant.

However, the indirect effects (β= 10.10, $p < 0.05$) of experience as a Headteacher on KCPE mean scores was significant. However, the direct effects (β=10.41, $p < 0.05$) of experience as a Headteacher on KCPE mean scores was significant. The Headteachers directing management practices in academic programmes and KCPE mean scores of schools was therefore not moderated by experience as a Headteacher, teaching experience and highest academic qualification of the Headteachers as shown by the non- significant interaction effect.

The estimated standardized coefficients showed a weak positive relationship between the Headteachers directing management practices and pupils' academic achievement were statistically significant ($\beta = 0.304$, $\rho = 0.000$) with a strength of 30.4% for Headteachers and a weak positive relationship which was statistically significant ($\beta = 0.434$, $\rho = 0.000$) with a strength of 43.4% for subject HOD's. Thus, the null hypothesis was rejected. The unstandardized coefficients indicate that a one-unit increase attracts an increase of 0.103 which is equivalent to 10.3% for Headteachers and a one-unit increase attracts an increase of 0.193 which is equivalent to 19.3% of the Headteachers directing management practices in academic programmes towards the KCPE mean grades of schools.

5.2.5 Objective 5: Headteachers Controlling Management Practices in Academic Programmes and Pupils' Academic Achievement.

Hypotheses four (H_{05}) stated that: *Headteachers controlling management practices in academic programmes has no significant effect on pupils' academic achievement in West Pokot County, Kenya.*

The correlation analysis for Headteachers controlling had a very strong positively significant correlation ($r = 0.916$, $p < 0.01$) with KCPE mean scores, a moderate positive significant correlation ($r = 0.535$, $p < 0.05$) with planning, a moderate positive

significant correlation ($r = 0.615$, $p < 0.01$) with organizing practices, a moderate positive significant correlation ($r = 0.632$, $p < 0.01$)with directing, and a weak positive significant correlation ($r = 0.491$, $p < 0.01$) with staffing practices. The correlation analysis for Subject revealed controlling had a moderate positive and significant correlation ($r = 0.468$, $p < 0.01$) with KCPE mean scores, a weak negative significant correlation ($r = - 0.372$, $p < 0.05$) with teaching experience. The correlation analysis for learners revealed controlling practices had a strong positive and significant correlation ($r = 0.820$, $p < 0.01$) with KCPE mean scores, a weak positive significant correlation ($r = 0.375$, $p < 0.05$) with academic qualifications.

The multiple regression results $R^2 = 0.839$ (83.9%) for Headteachers, $R^2 = 0.219$ (21.9%) for subject HOD's and $R^2 = 0.673$ (67.3%) for pupils can be accounted for Headteachers controlling practices and KCPE means scores. This means that 16.1% for Headteachers, 78.1% for subject HOD's and 32.7% for pupils of the variation of the KCPE mean scores cannot be explained by the Headteachers controlling practices in academic programmes alone. Therefore, there must be other variables that have an influence also.

The ANOVA results ($F = 108.798$, $p = 0.000$) for Headteachers, ($F = 1832.441$, $p = 0.000$) for subject HOD's, and ($F = 2314.13$, $p = 0.000$) for pupils showed there was a significant difference between the Headteachers organizing management practices and pupils' academic achievement. The null hypothesis was rejected.

The moderation analysis $R = .709$ showed a moderately strong correlation between controlling practices and KCPE mean scores, $F = 9.45$, $R^2 = .5030$, $p < .05$, approximately 50.30% of the variance in KCPE mean scores is explained by the Headteachers controlling practices, experience as a Headteacher and the interaction between them and significant.

The moderation results *b*= 14.77, 95% CI [6.15, 23.40], t= *3.51*, *p* <.05, showed a positive significant main effect found between controlling practices and KCPE mean scores, b= 7.58, CI [1.79, 13.37], t= 2.68, *p* <.05 showed a positive significant main effect of experience as a Headteacher on KCPE mean scores. There was a significant interaction effect, *b*= 17.86, CI [8.55, 27.16], t= 1.28, *p*<.05 by experience in Headship on controlling practices and KCPE mean scores.

At low levels, (*b*= 21.30, CI [9.73, 32.87], t= 3.77, *p* <.05) of experience in Headship effect of controlling practices was positive and significant when compared to average or higher than average levels of experience as a Headteacher (*b*= 14.77, CI [6.15, 23.40], t= 3.51, *p*<.05, *b*= 8.24, CI [4.91, 21.40], t= 1.28, *p* <.05, respectively). This means that at higher levels of experience as a Headteacher, controlling practices positively influences KCPE mean scores of pupils. The interaction term between experience as a Headteacher and controlling practices is statistically significant and moderates the relationship between controlling practices and KCPE mean scores. However, the impact of controlling practices decreases as experience of the Headteachers increases.

The moderation analysis on effect of teaching experience of the Headteacher and controlling practices on KCPE mean scores R = .5924 indicated a moderately strong correlation between the controlling practices and KCPE mean scores, F = 5.05, R^2 = .3510, *p* < .05, which was approximately 35.10% of the variance in KCPE Mean scores explained by the Headteachers controlling practices, teaching experience and the interaction between them and is significant.

The moderation results *b*= 16.70, 95% CI [6.35, 27.04], t= *3.31*, *p* <.05, indicated a positive significant main effect between controlling practices and KCPE mean scores, the results *b*= -2.51, CI [- 10.20, 5.18], t= - .668, *p*<.05 indicated a negative significant

main effect of teaching experience on KCPE mean scores. There was a significant interaction, *b*= -.817, CI [-9.73, 8.10], t= -.188, *p*< .05 found by teaching experience on controlling practices and KCPE mean scores. At low levels, (*b*= 17.51, CI [5.94, 29.08], t= 3.10, *p* <.05) the participants experienced a high effect of controlling practices and was positively significant when compared to average or higher than average levels of teaching experience (*b*= 16.70, CI [6.35, 27.04], t= 3.31, *p*<.05, *b*= 16.03, CI [1.82, 30.25], t= 2.31, *p* <.05, respectively). This suggests that controlling has a strong positive effect on KCPE mean scores when teaching experience is low.

The moderation analysis of academic qualifications of the Headteacher and controlling practices on KCPE mean scores showed the results R = .6340, a moderately strong positive correlation between the controlling practices and KCPE mean scores, F = 6.27, R^2 = .4020, *p* < .05, approximately 40.2% of the variance in KCPE Mean scores is explained by the Headteachers controlling practices, academic qualifications and the interaction between them and is significant.

The moderation results *b*= 16.78, 95% CI [7.48, 26.08], t= *3.70*, *p* <.05, a positive significant main effect between controlling practices and KCPE mean scores, *b*= -6.75, CI [-15.46, 1.96], t= - 1.59, *p*<.05 indicated a negative significant main effect of academic qualifications on KCPE mean scores, a significant interaction, *b*= -7.00, CI [-21.22, 7.25], t= -1.01, *p*< .05 found by academic qualifications on controlling practices and KCPE mean scores.

At low levels, (*b*= 22.60, CI [8.63, 36.56], t= 3.32, *p* <.05) the participants who reported lower levels of academic qualifications, experienced a high effect of controlling practices and was positively significant when compared to average or higher than average levels of teaching experience (*b*= 16.78, CI [7.48, 26.08], t= 3.70, *p*<.05, *b*= 10.96, CI [-5.14, 27.06], t= 1.39, *p* <.05, respectively).

This suggests that controlling practices has a strong positive effect on KCPE mean scores when academic qualifications are low.

From the findings ($\beta = .916$, $p < 0.05$) for Headteachers, ($\beta = .468$, $p < 0.05$) for HOD's and ($\beta = .820$, $p < 0.05$) for pupils it was revealed that the Headteachers controlling management practices in academic programmes had a positive and significant effect on KCPE mean scores of schools. The moderation indirect and direct regression coefficients for experience as a Headteacher ($\beta = 17.86$, $p < 0.05$) and ($\beta = 7.58$, $p < 0.05$), ($\beta = -817$, $p < 0.05$) and ($\beta = -2.51$, $p < 0.05$) teaching experience and ($\beta = -6.99$, $p < 0.05$) and ($\beta = -6.75$, $p < 0.05$) academic qualifications on the interaction term of the Headteachers controlling management practices in academic programmes had coefficients which were positive and significant for experience as a Headteacher and negative and significant for teaching experience and academic qualifications. The Headteachers controlling management practices in academic programmes and KCPE mean scores of schools was therefore moderated by experience as Headteacher, teaching experience and highest academic qualification of the Headteachers as shown by the significant interaction effect.

The estimated standardized coefficients revealed that there was a very strong positive relationship between the Headteachers controlling management practices in academic programmes and pupils' academic achievement which were statistically significant ($\beta = 0.916$, $\rho = 0.000$) with a strength of 91.6% for Headteachers, a weak positive which were statistically significant ($\beta = 0.468$, $\rho = 0.000$) with a strength of 46.8% for subject HOD's and a very strong positive relationship which were statistically significant ($\beta = 0.820$, $\rho = 0.000$) with a strength of 82.0% for pupils. Thus, the null hypothesis was rejected. The Headteachers controlling management practices in academic programmes had a significant effect on the KCPE mean scores of schools.

The unstandardized coefficients indicate that a one unit increase attracts an increase of 1.333 which is equivalent to 133.3% of the Headteachers controlling management practices in academic programmes towards the KCPE mean scores of schools for Headteachers, a one unit increase attracts an increase of 0.292 which is equivalent to 29.2% of the Headteachers controlling management practices in academic programmes towards the KCPE mean scores of schools for Subject HOD's and a one unit increase attracts an increase of 0.810 which is equivalent to 81.0% of the Headteachers controlling management practices in academic programmes towards the KCPE mean scores of schools for pupils.

5.2.6 Joint Effect of Headteachers' Management Practices and Leaners Academic Performance

The findings $R^2 = 0.914$ (91.4%) for Headteachers, $R^2 = 0.987$) for HODs, and $R^2 = 0.967$ (96.7%) for students, accounted for the variation in Headteachers' management practices and KCPE means scores. Their joint prediction was significant, F value ($F = 55.301$, $p = 0.000$) for Headteachers, ($F = 1832.44$, $p = 0.000$) for subject HOD's and ($F = 2314.13$, $p = 0.000$) for Pupils. The VIF values were less than 10 indicating the absence of multi-collinearity and thus the variation contributed by each of the independent variables were significant.

The Moderators explained a reduction of 6.53% below the Headteachers management practices which was indicative that the addition of a moderator variable did not improve the prediction of the KCPE mean scores of schools. The PROCESS Macro further revealed a decrease in R- Square values to 12.8%. With the addition of the direct variables (Planning, organizing, staffing, directing and controlling Headteachers management practices in academic programmes), the R-square effect increased to 91.4% (R-square change of 0.914). With introduction of the moderator (Experience as

Headteacher, teaching experience of Headteacher, Headteachers level of education) its effect reduced to R^2 = 0.2178 (21.78%), the moderators contributed to the variance explained on the KCPE mean scores of schools by the controls and the direct effects. The effect reduced to 21.78% with interactions between the moderators and Headteachers management practices (planning, organizing, staffing, directing and controlling) and were insignificant. Subsequently, after a replication of interaction of the moderator and it was significant (p = 0.0284). Therefore, the moderation effect of demographic characteristics on the relationship between Headteachers management practices and KCPE mean scores of schools was therefore shown up by a highly significant interaction effect, b = 0.5977, 95% CI (0.4884, 0.7070), t = 11.2400, p= 0.000, indicating that the relationship between Headteachers management practices and KCPE mean scores of schools was moderated by experience as Headteacher, Headteachers academic qualifications and Headteachers teaching experience.

The ANOVA results indicated that the mathematical model (the regression equation) can accurately explain variation in the dependent variable KCPE mean scores of schools. The value of ρ = 0.000 providing evidence that there is a low probability that the variation explained by the model is due to chance. Therefore, we can conclude that changes in the dependent variable KCPE mean scores of schools' results from changes in the independent variables planning, organizing, staffing, directing, and controlling Headteachers management practices in academic programmes (Headteachers management practices).

5.3 Conclusions of the Study

The study investigated the influence of headteachers' management practices – namely planning, organising, staffing, directing, and controlling – on learners' academic

performance in public primary schools in West Pokot County, Kenya. The following conclusions were drawn in relation to the specific study objectives:

Objective 1: To determine the influence of headteachers' planning practices on learners' academic performance.

The study concludes that effective planning practices are fundamental in enhancing learners' academic achievement. Schools where headteachers engaged teachers in participatory planning, set clear academic targets, and aligned resources with instructional priorities recorded higher performance in national examinations. Through strategic planning, teachers' efforts were better coordinated, instructional time was efficiently utilized, and learners benefited from improved curriculum implementation. Conversely, weak or reactive planning contributed to poor syllabus coverage and inconsistent academic outcomes.

Objective 2: To examine the influence of headteachers' organising practices on learners' academic performance.

Organising practices were found to significantly influence the operational efficiency of schools and the quality of teaching and learning. Headteachers who established clear structures, delegated responsibilities effectively, and fostered teamwork among staff created cohesive environments that enhanced teachers, productivity and pupils' engagement. Learners in well-organized schools exhibited higher levels of discipline, attendance, and academic performance. Disorganized management systems, on the other hand, contributed to teacher burnout and reduced learner motivation.

Objective 3: To assess the influence of headteachers' staffing practices on learners' academic performance.

Staffing emerged as a critical determinant of instructional effectiveness and, consequently, of learner achievement. Headteachers who ensured equitable workload

distribution, promoted teacher development, and matched teachers' competencies to subjects achieved better academic outcomes. In West Pokot County, where teacher shortages persist, headteachers' innovative staffing strategies – such as peer mentoring and targeted in-service training played a pivotal role in sustaining teaching quality and improving pupil performance.

Objective 4: To determine the influence of headteachers' staffing practices on learners' academic performance

Directing practices – encompassing leadership, communication, supervision, and motivation – were central to achieving instructional excellence. Headteachers who adopted participatory and transformational leadership styles inspired teachers and learners towards common academic goals, creating a sense of ownership and commitment. Regular supervision, timely feedback, and open communication channels improved instructional quality and student outcomes. Conversely, headteachers who applied autocratic or indifferent approaches faced low staff morale, resulting in diminished learner performance.

Objective 5: To evaluate the influence of headteachers' controlling practices on leaners' academic performance

Control was identified as the cornerstone of continuous improvement and accountability. Schools where headteachers implemented systematic monitoring, performance appraisal, and feedback mechanisms experienced consistent academic improvement. Effective control ensured curriculum coverage, disciplined implementation, and data-informed decision making. Importantly, the study revealed that developmental and supportive control practices yielded better results than punitive ones, fostering professional trust and improved teaching outcomes.

Across all five management functions, experience in headship significantly enhanced leadership effectiveness. Experienced headteachers demonstrated stronger planning, decision-making, supervision, and conflict-resolution capacities. Their ability to interpret educational policies and adapt them to local challenges led to consistent improvements in learners' academic performance. Hence, professional experience in headship is a crucial determinant of both managerial efficiency and educational success.

Overall, the study concludes that the integration of effective planning, organising, staffing, directing, and controlling practices – anchored in professional experience – collectively improves teacher performance, institutional coherence, and learners' academic achievement in public primary schools in West Pokot County.

5.4 Recommendations

Based on the conclusions aligned with each objective, the following recommendations are proposed:

Objective 1: Planning Practices

The Ministry of Education, in collaboration with KEMI, should strengthen capacity-building programmes that equip headteachers with strategic planning and data analysis skills. Schools should develop participatory strategic and annual work plans with measurable academic targets to enhance accountability for learner outcomes.

Objective 2: Organising Practices

Headteachers should establish clear organisational structures that promote teamwork, delegation, and communication. The Teachers Service Commission (TSC) should offer management support tools to streamline administrative functions, allowing headteachers to focus on instructional leadership and learner progress.

Objective 3: Staffing Practices

The TSC should ensure equitable teacher deployment in marginalised counties such as West Pokot. In-service training, mentorship, and professional development programmes should be prioritized to enhance teachers' pedagogical competencies and retention, leading to sustained learner achievement.

Objective 4: Directing Practices

Headteachers should adopt transformational and participatory leadership approaches to motivate teachers and learners. Regular supervision, open communication, and positive reinforcement should be institutionalized to create an environment conducive to academic success.

Objective 5: Controlling Practices

Internal monitoring, evaluation, and feedback mechanisms should be strengthened at school level. The TSC's Teacher Performance Appraisal and Development (TPAD) system should be adapted to rural realities, focusing on development support rather than punitive assessment. Schools should also use learner assessment data to inform remedial teaching and curriculum planning.

Experience in Headship

The TSC should formalize mentorship programmes linking experienced headteachers with new appointees to enhance knowledge transfer. Policies should recognize leadership experience as a critical factor in promotions and school placements to maintain continuity in effective management and sustained learner performance. In conclusion, the study affirms that headteachers' management practices – enhanced by leadership experience – constitute a vital lever for improving learners' academic performance in West Pokot County. Strengthening leadership capacity through training, mentorship, and supportive policy frameworks will foster sustainable academic

excellence and equity in Kenya's public primary education system especially in schools in marginalized areas.

5.5 Suggestions for Further Research

1.Future studies should adopt longitudinal designs to assess the long-term impact of headteachers' management practices on learners' academic performance. Comparative studies across diverse Kenyan counties would provide deeper insights into contextual variations influencing leadership effectiveness.

2.Further research should explore the mediating effects of teacher motivation, school climate, and community participation on the relationship between management practices and academic achievement.

3.Investigating how headship experience and leadership succession contribute to sustained school improvement would also enrich educational policy and leadership development frameworks.

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APPENDICES

Appendix I: Introduction Letter

Caroline K. Osena
Masinde Muliro University of Science and Technology
P.O. Box
Kakamega

TEL. No. 0723734137
carolineosena888@gmail.com

Dear Respondent,

RE: INTRODUCTION LETTER

I am a postgraduate student in the school of Education, Department of Education Planning and Management, Masinde Muliro University of Science and Technology pursuing a degree of Doctor of Philosophy in Educational Planning and Management. My research topic is entitled: "Headteachers Management Practices and Pupils' Academic Achievement in Public Primary Schools in West Pokot County, Kenya."

You have been selected to form part of this study. This is kindly to request you to assist me collect the data by responding to the questionnaire and or interview guide. The information you provide will be strictly for academic purposes and will be treated with utmost confidence. Your assistance will be highly appreciated.

Yours Sincerely,

Caroline K. Osena
EPM/H/01/12

Appendix II: Headteachers' Questionnaire

QUESTIONNAIRE FOR HEADTEACHERS

The purpose of this study is to analyze the effect of Headteachers management practices on learners' academic performance in public primary schools in West Pokot County, Kenya. Therefore, I request you to provide me with reliable information concerning the Headteachers management practices and pupils' academic achievement and any other information related to this study found in your school. I assure you that the information given will be used for the purpose of this research only. Thank you for accepting!

Section One: Demographic Information

Please answer questions by putting a tick [✓] in the appropriate box or by writing in the space provided.

1. Gender
   a) Male [ ]
   b) Female [ ]
2. Age
   a) 25-30 Years [ ]
   b) 31-35 Years [ ]
   c) 36-40 Years [ ]
   d) 41-45 Years [ ]
   e) 46 and above years [ ]

3. What is your highest academic qualification?.....

4. Teaching experience
   a) Up to 1 year [ ]
   b) 2-6 years [ ]
   c) 7-11 years [ ]
   d) 12-16 years [ ]
   e) 17 and above [ ]

5. Experience as a Headteacher
   a) Up to 1 year [ ]
   b) 2-6 years [ ]
   c) 7-11 years [ ]
   d) 12-16 years [ ]
   e) 17 years and above [ ]

6. What is the category of your school?
   (a) Day mixed [ ]
   (b) Boys boarding [ ]
   (c) Girls boarding [ ]
   (d) Day and boarding [ ]
   (e) Boarding mixed [ ]

Others (please specify) ……..

7. Please state the KCPE mean score for your school in the last 5 years in the table below

YEAR	2016	2015	2014	2013	2012
KCPE MEAN SCORE					

Section Two: Planning Management Practices in Academic Programmes

8. Please indicate with a tick **(√)** if the following programmes are planned for and implemented in your school on the welfare of pupils

	Programmes	Planning	Implemented
a)	Health programmes		
b)	Provision of sanitary towels for girls		
c)	Life skills		
d)	Meals for pupils in school		
e)	Cultural festivals and Drama		
f)	Pastoral		
g)	Academic trips		
h)	Sports		

9. Please indicate if the following meetings are planned for every beginning of term in your school and the frequency of the meetings.

Sno	Type of Meeting			Frequency				
		Done	Not Done	1	2	3	4	5
a)	Staff Meetings							
b)	Staff Briefs							
c)	Class Academic Meetings							
d)	Heads of Departments Meetings							
e)	Parents Academic Meetings							
f)	Prefects Meetings							
g)	School Management Committee Meetings							
h)	Annual general meetings							
i)	Subject Meetings							

10. By use of a **tick (✓)**, indicate whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD) with the following statements on planning function in academic programmes in public primary schools in West Pokot County

Sno	Statement	SA	A	U	D	SD
a)	The timetable is planned to accommodate all the academic programmes of the school					
b)	The teaching and learning resources for all subjects are planned for every beginning of term to ensure proper teaching and learning takes place					
c)	Guidance and counselling sessions for pupils are planned for throughout the term to cater for various issues affecting learning					
d)	Motivation of teachers and pupils for good performance is planned for every term and year					
e)	Teaching and subject allocation is planned for every beginning of year in terms of ability and qualifications of teachers					
f)	There is proper planning for staffing in the various subject areas in the school					
g)	Planning of staff development is done every year to improve teaching skills and management in the various subject areas					
h)	Co-curricular activities, life skills programmes and pastoral care are planned for pupils					
i)	There is a proper plan for cleaning of the school to ensure proper environment management for teaching and learning					
j	There is planning for maintenance of school infrastructure every beginning of year and term					
k	There is planning for internal and external examinations for pupils, setting, moderation, supervision and marking of all exams, remedial work and monitored homework					
l	There is planning of how monitoring of all the activities in the school will be done in the term					

Section Three: Organizing Management Practices in Academic Programmes

11. By use of a tick (✓), indicate whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD) with the following statements on organizing function in academic programmes in public primary schools in West Pokot County.

Sno	Statements	SA	A	U	D	SD
a)	The headteacher determines the activities required for the achievement of planned goals					
b)	The headteacher defines the activities required for the achievement of planned goals					
c)	The headteacher groups the activities of the school into logical and convenient units					
d)	The headteacher assigns duties to specific positions and people i.e. teachers, pupils and support staff					
e)	The headteacher delegates authority to these positions and people					
f)	The headteacher defines and fixes responsibility for performance for each member of the school					
g)	The headteacher establishes authority relationships throughout the school					

Section Four: Staffing Management Practices in Academic Programmes

12. By use of a tick (✓), indicate whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD) with the following statements

on staffing function in academic programmes in public primary schools in West Pokot County.

Sno	Statements	SA	A	U	D	SD
a)	There are enough and qualified teachers in the school for all subjects					
b)	The Headteacher recruits teachers if they are not enough for all subjects					
c)	Staff mobility is very high					
d)	Most TSC teachers do not want to teach in this school					
e)	The headteacher has been carefully selected, trained and suitable to be the manager of the school					
f)	Recruitment of teachers is done professionally to ensure the right teachers are effectively selected					
g)	There is proper integration of personnel in the school					
h)	There is proper maintenance of personnel in the school					
i)	The headteacher has put measures to reduce staff mobility					
j)	The headteacher attends professional development courses					
k)	The headteacher encourages teachers to attend professional development courses					
l)	The headteacher attends professional development courses for headteachers					
m)	The school has teachers proportional to the demand and number of pupils					

13. (a) what is the total pupil population of your school? ……
(b) How many teachers are there in your school? ……

c) How many are trained teachers?.....

d) How many are not trained teachers?.....

Section Five: Directing Management Practices in Academic Programmes

14. By use of a **tick (✓)**, indicate whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD) with the following statements on directing function in academic programmes in public primary schools in West Pokot County.

Sno	Statements	SA	A	U	D	SD
a)	The headteacher issues orders and instructions to ensure academic programmes are running as per planned targets					
b)	The Headteacher supervises peoples work and all the activities in the school					
c)	The Headteacher does physical classroom inspection when teaching is going on					
d)	The Headteacher motivates people and creates the willingness to work for certain objectives					
e)	The Headteacher ensures there is proper communication with all members of the school regarding plans and their implementation					
f)	Through leadership the Headteacher influences the behavior of teachers					
g)	Through leadership the Headteacher influences the behavior of pupils					
h)	The headteacher inspires personnel through appropriate use of resources					
i)	The headteacher empowers personnel through appropriate use of resources					
j)	The headteacher provides direction of all the activities in the school					
k)	The headteacher provides coordination of all activities in the school					
l)	The headteacher provides supervision of all the activities in the school					

Section Six: Controlling Management Practices in Academic Programmes

15. What is your comment on pupils' academic performance in your school? Tick (√):

a) Very good [ ]

b) Good [ ]
c) Poor [ ]
d) Very Poor [ ]

16. How do you communicate the academic performance to pupils? Please Tick (√):
    a) Report Forms [ ]
    b) Notice boards [ ]
    c) Pamphlets during academic meetings [ ]
    d) Orally [ ]
    e) Others specify……

17. Do you monitor pupils' performance progress?
    a) Yes [ ] b) No [ ] c) Sometimes [ ]

18. Do you discuss pupils' performance with teachers and parents?
    a) Yes [ ] b) No [ ] c) Sometimes [ ]

19. Do you reward school academic performers?
    a) Yes [ ] b) No [ ] c) Sometimes [ ]

20. Do you reward school KCPE performers?
    a) Yes [ ] b) No [ ] c) Sometimes [ ]

21. Below is a list of common assessment devices used for measuring pupils' academic performance. Tick the in the space provided to indicate device/procedures that are used to assess pupils' performance in your school and their frequencies:

Sno	**Type of Tests**			**Frequency**				
		Done	**Not Done**	**1**	**2**	**3**	**4**	**5**
a)	Daily classroom tests and quizzes							
b)	Weakly tests							
c)	Monthly tests							
d)	Midterm test							
e)	Terminal examinations							
f)	Annual examinations							

Others [ ] specify and give their frequencies:

i)…….

ii) …….....

iii) ……..

22. By use of a tick (✓) to indicate which statement describes if the following activities are actually taking place in your school

Sno	Statements	Yes	No
a)	Teachers attend to all their classes to teach their subjects		
b)	Pupils' academic records are kept well in your school		
c)	The school organizes and conducts parents' meetings each year		
d)	The school organizes and conducts class academic meetings each year		
e)	Headteacher supports teacher efforts in school		
f)	Headteacher helps change practices that would improve learning		
g)	Headteacher helps sustain practices that would improve learning		
h)	Headteacher is involved in resourcing for improving teaching and learning		

23. By use of a **tick (✓)**, indicate whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD) with the following

Sno	Statements	SA	A	U	D	SD
a)	The headteacher supervises teaching and learning when teaching is going on					
b)	The headteacher checks curriculum implementation and syllabus coverage by the teachers					
c)	The headteacher checks attendance of pupils in class					
d)	The headteacher checks teacher attendance in school					
e)	The headteacher checks teacher attendance in class					
f)	The headteacher checks preparation of pupils' academic records					
g)	The headteacher checks teachers' lesson books, schemes of work, registers, and records of work covered and attendance records are up to date					
h)	The headteacher ensures teachers' discipline in school					
i)	The headteacher ensures pupils' discipline in school					
j)	The headteacher maintains facilities of the school that directly influence teaching and learning					
k)	The headteacher takes corrective action for deviations so as to ensure attainment of objectives					
l)	The headteacher participates in monitoring of exams					
m)	The headteacher participates in supervision of exams					

Thank you for your participation!

Appendix III: Headteachers' Interview Guide

INTERVIEW GUIDE FOR HEADTEACHERS

The purpose of this study is to analyse the effect of Headteachers management practices and pupils' academic achievement in public primary schools in West Pokot County, Kenya. This interview guide is therefore to find out relevant information for this study. Your responses will be handled with utmost confidentiality and privacy and will only be used for the above study for statistical analysis, planning and reporting of aggregated information. The respondent is not forced or coerced to answer any question he or she is not willing to answer.

QUESTIONS

1. Sir/Madam, please kindly tell me something about your job as the Headteacher of this school

……P

lease give your opinion on the academic achievement of your school in the KCPE examinations from 2005-2016?

……

3. What accounts for this level of academic achievement in your school?

……

4. Has the FPE Policy had an impact on your performance as the Headteacher of this school?.....

5. How has it affected your performance as the headteacher of this school?

……

6. How has FPE Policy impacted on the academic performance of pupils in your school?

…….

7. How has FPE affected performance of teachers in your school?

……

8. What is your opinion on the management of your school?

……

10. What are the critical factors causing the very low/high academic achievement of pupils in your school?

……

11. Does the school have the following?

- Strategic plan……
- Mission statement…….
- Vision statement……

12. If Yes, how do you communicate the above to members of your school?

……

If No, why?

……

13. Does the strategic plan guide you on how you are to manage your school? (For those who have the strategic plan) ……

14. What guides your management practices in the absence of the strategic plan? (For those who do not have)

……

15. Do you have inspection from the QUASO department from the County Education office?

……

16. How often do they visit the school?

……
17. What do they check?
……
18. Do these visits have an impact on your management of academic programmes?
……
19. Do these visits have an impact on academic achievement of pupils?
……
20. Do these visits have an impact on your management of teachers?
……

Thank you for your cooperation

Appendix IV: Head of Departments' Questionnaire

QUESTIONNAIRE FOR SUBJECT HEADS OF DEPARTMENTS

The purpose of this study is to do an analysis on the effect of Headteachers management practices on pupils' academic achievement in public primary schools in West Pokot County, Kenya. Therefore, I request you to provide me with reliable information concerning the Headteachers management practices and pupils' academic achievement and any other information related to this study found in your school. I assure you that the information given will be used for the purpose of this research only. Thank you for accepting.

Section One: Demographic Information

Please answer questions by putting a tick [✓] in the appropriate box or by writing in the space provided.

1. Gender
   c) Male [ ]
   d) Female [ ]
2. Age
   f) 25-30 Years [ ]
   g) 31-35 Years [ ]
   h) 36-40 Years [ ]
   i) 41-45 Years [ ]
   j) 46 and above years [ ]

3. What is your highest academic qualification?.....

4. Teaching experience
   f) Up to 1 year [ ]
   g) 2-6 years [ ]
   h) 7-11 years [ ]
   i) 12-16 years [ ]
   j) 17 and above [ ]

5. a) Experience as a subject head of department
   f) Up to 1 year [ ]
   g) 2-6 years [ ]
   h) 7-11 years [ ]
   i) 12-16 years [ ]
   j) 17 years and above [ ]

b). Please indicate your department……

6. What is the category of your school?
   (f) Day mixed [ ]
   (g) Boys boarding [ ]
   (h) Girls boarding [ ]
   (i) Day and boarding [ ]
   (j) Boarding mixed [ ]

Others (please specify) ……..

Section Two: Planning Management Practices in Academic Programmes

7. Please indicate with a tick **(√)** if the following programmes are planned for and implemented in your school on the welfare of pupils

Sno	Programmes	Planning	Implemented
a)	Health programmes		
b)	Provision of sanitary towels for girls		
c)	Life skills		
d)	Meals for pupils in school		
e)	Cultural festivals and Drama		
f)	Pastoral		
g)	Academic trips		
h)	Sports		

8. Please indicate if the following meetings are planned for every beginning of term in your school and the frequency of the meetings.

Sno	Type of Meeting			Frequency				
		Done	Not Done	1	2	3	4	5
a)	Staff Meetings							
b)	Staff Briefs							
c)	Class Academic Meetings							
d)	Heads of Departments Meetings							
e)	Parents Academic Meetings							
f)	Prefects Meetings							
g)	School Management Committee Meetings							
h)	Annual general meetings							
i)	Subject Meetings							

9. By use of a **tick (✓)**, indicate whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD) with the following statements on planning function in academic programmes in public primary schools in West Pokot County, Kenya.

Sno	Statement	SA	A	U	D	SD
a)	The timetable is planned to accommodate all the academic programmes of the school					
b)	The teaching and learning resources for all subjects are planned for every beginning of term to ensure proper teaching and learning takes place					
c)	Guidance and counselling sessions for pupils are planned for throughout the term to cater for various issues affecting learning					
d)	Motivation of teachers and pupils for good performance is planned for every term and year					
e)	Teaching and subject allocation is planned for every beginning of year in terms of ability and qualifications of teachers					
f)	There is proper planning for staffing in the various subject areas in the school					
g)	Planning of staff development is done every year to improve teaching skills and management in the various subject areas					
h)	Co-curricular activities, life skills programmes and pastoral care are planned for pupils					
i)	There is a proper plan for cleaning of the school to ensure proper environment management for teaching and learning					
j	There is planning for maintenance of school infrastructure every beginning of year and term					

k	There is planning for internal and external examinations for pupils, setting, moderation, supervision and marking of all exams, remedial work and monitored homework					
l	There is planning of how monitoring of all the activities in the school will be done in the term					

Section Three: Organizing Management Practices in Academic Programmes

10. By use of a tick (✓), indicate whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD) with the following statements on organizing function in academic programmes in public primary schools in West Pokot County.

Sno	Statements	SA	A	U	D	SD
a)	The headteacher determines the activities required for the achievement of planned goals					
b)	The headteacher defines the activities required for the achievement of planned goals					
c)	The headteacher groups the activities of the school into logical and convenient units					
d)	The headteacher assigns duties to specific positions and people i.e. teachers, pupils and support staff					
e)	The headteacher delegates authority to these positions and people					
f)	The headteacher defines and fixes responsibility for performance for each member of the school					
g)	The headteacher establishes authority relationships throughout the school					

Section Four: Staffing Management Practices in Academic Programmes

11. By use of a tick (✓), indicate whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD) with the following statements on staffing function in academic programmes in public primary schools in West Pokot County.

Sno	Statements	SA	A	U	D	SD
a)	There are enough and qualified teachers in the school for all subjects					
b)	The Headteacher recruits' teachers if they are not enough for all subjects					
c)	Staff mobility is very high					
d)	Most TSC teachers do not want to teach in this school					
e)	The headteacher has been carefully selected, trained and suitable to be the manager of the school					
f)	Recruitment of teachers is done professionally to ensure the right teachers are effectively selected					
g)	There is proper integration of personnel in the school					
h)	There is proper maintenance of personnel in the school					
i)	The headteacher has put measures to reduce staff mobility					
j)	The headteacher attends professional development courses					
k)	The headteacher encourages teachers to attend professional development courses					
l)	The headteacher attends professional development courses for headteachers					
m)	The school has teachers proportional to the demand and number of pupils					

12. (a) what is the total pupil population of your school? ……
(b) How many teachers are there in your school? ……
c) How many are trained teachers?.....
d) How many are not trained teachers?.....
13. Are you a trained teacher?
a) Yes [ ] b) No [ ]
14. Have you attended professional development courses for primary teachers?
a) Yes [ ] b) No [ ]
15. Please specify which professional development courses you have attended?
i)……
ii)……
iii)……
iv)…….
16. How did you benefit as a head of department?
……
17. Do you think all the teachers in your school are competent and experienced to teach the various subjects in the school?
a) Yes [ ] b) No [ ] c) Not sure [ ]

Section Five: Directing Management Practices in Academic Programmes

18. Does the Headteacher keep a record of attendance by teachers?
a) Yes [ ] b) No [ ] c) Not sure [ ]
19. Does the headteacher keep a record of attendance by teachers?
a) Yes [ ] b) No [ ] c) Not sure [ ]
20. By use of a **tick (✓)**, indicate whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD) with the following statements on directing function in academic programmes in public primary schools in West Pokot County.

Sno	Statements	SA	A	U	D	SD
a)	The Headteacher issues orders and instructions to ensure academic programmes are running as per planned targets					
b)	The headteacher supervises peoples work and all the activities in the school					
c)	The headteacher does physical classroom inspection when teaching is going on					
d)	The headteacher motivates people and creates the willingness to work for certain objectives					
e)	The Headteacher ensures there is proper communication with all members of the school regarding plans and their implementation					
f)	Through leadership the headteacher influences the behavior of teachers					
g)	Through leadership the headteacher influences the behavior of pupils					

h)	The headteacher inspires personnel through appropriate use of resources					
i)	The headteacher empowers personnel through appropriate use of resources					
j)	The headteacher provides direction of all the activities in the school					
k)	The headteacher provides coordination of all activities in the school					
l)	The headteacher provides supervision of all the activities in the school					

Section Six: Controlling Management Practices in Academic Programmes

21. What is your comment on pupils' academic performance in your school? Tick (√):
    a) Very good [ ]
    b) Good [ ]
    c) Poor [ ]
    d) Very Poor [ ]
22. How do you communicate the academic performance to pupils? Please Tick (√):
    a) Report Forms [ ]
    b) Notice boards [ ]
    c) Pamphlets during academic meetings [ ]
    d) Orally [ ]
    e) Others specify……
23. Do you monitor pupils' performance progress?
    a) Yes [ ] b) No [ ] c) Sometimes [ ]
24. Do you discuss pupils' performance with teachers and parents?
    a) Yes [ ] b) No [ ] c) Sometimes [ ]
25. Do you reward school academic performers?
    a) Yes [ ] b) No [ ] c) Sometimes [ ]
26. Do you reward school KCPE performers?
    a) Yes [ ] b) No [ ] c) Sometimes [ ]

27. Below is a list of common assessment devices used for measuring pupils' academic performance. **Tick (✓)** the in the space provided to indicate device/procedures that are used to assess pupils' performance in your school and their frequencies:

Sno	**Type of Meeting**			**Frequency**				
		Done	**Not Done**	**1**	**2**	**3**	**4**	**5**
a)	Daily classroom tests and quizzes							
b)	Weakly tests							
c)	Monthly tests							
d)	Midterm test							
e)	Terminal examinations							
f)	Annual examinations							

28. By use of a tick (✓) to indicate which statement describes if the following activities are actually taking place in your school. in your school.

Sno	Statements	Yes	No
a)	Teachers attend to all their classes to teach their subjects		
b)	Pupils' academic records are kept well in your school		
c)	The school organizes and conducts parents' meetings each year		
	The school organizes and conducts class academic meetings each year		
d)	Headteacher supports teacher efforts in school		
e)	Headteacher helps change practices that would improve learning		
	Headteacher helps sustain practices that would improve learning		
f)	Headteacher is involved in resourcing for improving teaching and learning		

Others [ ] specify and give their frequencies:

i)…….

ii) …….....

iii) ……..

29. By use of a **tick (✓)**, indicate whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD) with the following

Sno	Statements	SA	A	U	D	SD
a)	The headteacher supervises teaching and learning when teaching is going on					
b)	The headteacher checks curriculum implementation and syllabus coverage by the teachers					
c)	The headteacher checks attendance of pupils in class					
d)	The headteacher checks teacher attendance in school					
	The headteacher checks teacher attendance in class					
e)	The headteacher checks preparation of pupils' academic records					
f)	The headteacher checks teachers' lesson books, schemes of work, registers, and records of work covered and attendance records are up to date					
g)	The headteacher ensures teachers' discipline in school					
	The headteacher ensures pupils' discipline in school					
h)	The headteacher maintains facilities of the school that directly influence teaching and learning					
i	The headteacher takes corrective action for deviations so as to ensure attainment of objectives					
j	The headteacher participates in monitoring of exams					
	The headteacher participates in supervision of exams					

Thank you for your participation!

Appendix V: Pupils' Questionnaire

The purpose of this study is to do an analysis of Headteachers management practices and pupils academic achievement in public primary schools in West Pokot County, Kenya. Therefore, I request you to provide me with reliable information concerning the Headteachers management practices and pupils' academic achievement and any other information related to this study found in your school. I assure you that the information given will be used for the purpose of this research only. Thank you for accepting!

Section One: Demographic Information

Please answer questions by putting a tick [✓] in the appropriate box or by writing in the space provided.

1. Gender

a) Male [ ] b) Female [ ]

2. Age……..Years

(Tick (✓) the appropriate answer)

3. Do you know your school Vision?

A) Yes [ ] B) No [ ]

4. Are your academic records kept properly at your school?

A) Yes [ ] B) No [ ]

5. Are your academic records communicated to your parents or guardians?

A) Yes [ ] B) No [ ]

6. Does your school conduct meetings with parents?

A) Yes [ ] B) No [ ]

7. Are there enough teachers for all subjects in your school?

A) Yes [ ] B) No [ ]

8. Do your teachers attend classes regularly?

A) Yes [ ] B) No [ ]

If your answer is NO, provide reasons very briefly:

a. …….

b. …….

c. ……..

9. Are the available teachers able to assist you properly in matters concerning academics in the classroom?

A) Yes [ ]

B) No [ ]

10. Are there part time teachers in your school, especially your class?

A) Yes [ ]

B) No [ ]

9. How is the attendance of the part time teachers (if any)?

A) Good [ ] B) Poor [ ]

If poor, provide some reasons, if any:

a. ……

b. ……..

c. ……

10. Below is a list of common assessment devices used for measuring pupils' academic performance. Tick **(✓)** the in the space provided to indicate device/procedures that are used to assess pupils' performance in your school and their frequencies:

Sno			**Frequency**

	Type of Meeting	Done	Not Done	1	2	3	4	5
a)	Daily classroom tests and quizzes							
b)	Weakly tests							
c)	Monthly tests							
d)	Midterm test							
e)	Terminal examinations							
f)	Annual examinations							

Others [ ] specify and give their frequencies:

i)…….

ii) …….....

iii) ……..

11. What is the general pupils' academic performance in your school? (Tick)

A) Very good [ ] B) Good [ ]

C) Poor [ ] D) Very poor [ ]

12. Please indicate with a tick **(√)** if the following programmes are planned for in your school on the welfare of pupils

Sno	Programmes	Planning	Implemented
a)	Health programmes		
b)	Provision of sanitary towels for girls		
c)	Life skills		
d)	Meals for pupils in school		
e)	Cultural festivals and Drama		
f)	Pastoral care		
g)	Academic trips		
h)	Sports		
i)	Guidance and counseling		

13. Is this a good school where pupils get good results?

A) Yes [ ] B) No [ ]

Why is that? …….

14. What does the school do to promote good results?

……

15. Do you think you are being adequately prepared for your Kenya Certificate Primary Education Examinations (KCPE)? A) Yes [ ] B) No [ ]

16. Explain how the school actually prepares you for the examinations.

……..

17. What does the head teacher do to make your school a good school?

……

18. Do your parents encourage you in any way to do well at school?

A) Yes [ ] B) No [ ]

Explain how:……

Thank you for your participation!

Appendix VI: QUASO/ Sub- County Director of Education Interview Guide

INTERVIEW GUIDE FOR QUASO

The purpose of this study is to analyse the effect of Headteachers management practices and pupils' academic achievement in public primary schools in West Pokot County, Kenya. This interview guide is therefore to find out relevant information for this study. Your responses will be handled with utmost confidentiality and privacy and will only be used for the above study for statistical analysis, planning and reporting of aggregated information. The respondent is not forced or coerced to answer any question he or she is not willing to answer.

QUESTIONS

1. Sir/Madam, please kindly tell me something about your job as the QUASO of West Pokot County.

……

2. How often do you conduct the assessment of the following in public primary schools in the County?

- Curriculum implementation……..
- Syllabus coverage…….
- Quality of teachers…….
- Number of teachers……
- Teaching and learning resources…….
- Quality of teaching…….
- Examinations issues…….

3. What challenges do you face in your work as the QUASO of the county?

……

4. Please give your opinion on the academic achievement of public primary schools in the entire County from the year 2005 -2016?

……

5. What accounts for this level of academic achievement in this County?

……

6. Has the FPE Policy had an impact on the management of public primary schools in West Pokot County? ……..

Please explain how it has impacted on management of public primary schools in West Pokot County?

……

7. Has the FPE Policy had an impact on academic performance of pupils in public primary schools in West Pokot County? …….

Give reasons for your answer

……

8. What is your opinion on the management of public primary schools in relation to academic achievement of pupils in West Pokot County?

……

9. Do schools have strategic plans?.....

10. Do headteachers use strategic management practices in their schools?.....

Please give a reason for your answer.

……

11. What is the academic achievement /level of public primary Schools, present here in the County town/locality from 2005 -2016?

……

12. What are the critical factors causing the very low/high academic achievement of most of the public primary schools in town, and in the County as a whole?

……

13. If you are to give advice for each of the Headteachers (then Teachers) of these public primary Schools in West Pokot County to help them improve the academic achievement pupils, what would be your advice?

Feel free to mention the name of the primary School you wish to comment on.

……

14. What is your opinion on the quality of education in this County as compared to other Counties in the country?

……

15. What are the reasons for this difference in terms of management of schools?

……

15. What is your opinion on the staffing issues in this County?

……

16. What do you think should be done to improve the academic achievement of the pupils in this county in terms of management of primary schools in the County?

……

Thank you for your cooperation

Appendix VII: Primary Schools Observation Checklist

The purpose of this observation guide is to enable the researcher to collect information on the availability, condition and use of the physical facilities of public primary schools in West Pokot County, Kenya to enable the researcher get information on the effect of Headteachers management practices and pupils academic achievement in public primary schools in West Pokot County, Kenya

NAME OF SCHOOL: ……

Describe the general school facilities

1. School compound…….

……

2. Look at typical classes 1-8 and describe.

Type of Classroom	Classes							
	1	2	3	4	5	6	7	8
Permanent								
Temporary								
Open-air teaching areas								
Classrooms in another venue away from the school compound								

3. Record the number of children in each of the classes from classes 1-8 classrooms observed.

Class	1	2	3	4	5	6	7	8
Total No. of pupils								

4. Describe conditions of the classrooms by putting a

i) Walls

A) Good condition ( ) B) Unstable ( ) C) Moving ( ) D) Crumbling ( )

ii) Windows

A) Glass in place ( ) B) Broken ( ) C) No glass ( )

iii) Roofing

A) Good covering ( ) B) Caving in ( ) C) Open in Places ( ) D) Leaking ( )

iv) Floor

A) Flat and smooth ( ) B) Uneven ( ) C) Potholed ( ) D) Dusty ( )
E) Muddy ( )

v) Lighting

A) Generally good seeing conditions ( ) B) Poor visibility too bright ( )
C) Too dark ( ) D) Bothersome contrasting light ( )

vi)Ventilation

A) Stable and pleasant ( ) B) Hot ( ) C) Chilly and cold ( )
D) Damp and humid ( ) E) Windy ( ) F) Uncomfortable ( )

vi) Noise

A) Classroom acoustics good ( )
B) Noisy and poor with interference from other classrooms or outdoors ( )

viii) Space

A) Ample space for pupils to work ( ) B) Classroom cheerful ( )
C) Classroom dull and drab ( ) D) Classroom crowded ( )

ix) Wall charts, visual Aids

a) Materials on walls of classroom A) Present B) Absent
b) Quality A) Good B) Bad
c) Condition A) Good B) Bad

x) Chalkboards

A) Visible from all segments of classroom ( ) B) Presence of glare ( ),
C) Poor legibility from some parts ( )

xi) Furniture

A) Sufficient ( )
B) Suited for all ages and size of pupils ( )
C) Inadequate in number and size ( )
D) Mismatched desks and seats ( )
E) Broken furniture stored in classroom ( )
F) Children sitting comfortably ( )
G) Uncomfortably ( )

5. a) Visit Toilet Facilities and describe what you see

	Teachers				**Pupils**			
	Male		**Female**		**Male**		**Female**	
Type of Toilet	**Working**	**Not working**	**Working**	**Not Working**	**Working**	**Not working**	**Working**	**Not working**
Flush toilet								
Ventilated pit latrines								
Unventilated pit latrines								
NONE								

b) Are toilets: A) Clean ( ) B) Dirty ( )

6. a) School safety:

A) Good ( ) B) Fair ( ) C) Poor ( ) D) Not available ( )

b) School security:

A) Good ( ) B) Fair ( ) C) Poor ( ) D) Not available ( )

c) Is there a

A) Boundary ( ) B) Wall ( ) C) Fence ( ) D) Security guard/service ( )
E) First aid kit ( )

7. School water supply

a) Is there water at the school? ……..
b) Is it adequate? A) All the time ( ) B) only sometimes ( )
c) Where does the school get its water supply?.....
How far away?.....
d) Do children bring water to school? ( )
e) Is water at the school safe for drinking? ( )

8) Are there facilities for co-curricular activities?

	Facilities	**Available**	**Not Available**	**Adequate**	**Not Adequate**
a)	Sports				
b)	Ball Games				
c)	Drama				
d)	Music				

9. a) Describe special rooms and amenities:

Sno	**Rooms and other facilities**	**Available**	**Not Available**	**Adequate**	**Not Adequate**
a)	Staffroom				
b)	Headteachers office				
c)	Library				
d)	School Hall				
e)	Store Rooms				
f)	workshops,				
g)	Science laboratory				
h)	Type writer				
i)	Electricity				
j)	Duplicating Machine				
k)	Computer				
l)	Printer				

10. a) Describe the situation concerning children with special needs

……

b) Are there special facilities for these children to accommodate to their needs (e.g. ramps, toilets?) A) YES B) NO

END

Appendix VIII: Correlation statistics for the Variables

Table 1: Headteachers Correlation Statistics

	KCPE	P. P	O.P	S.P	D.P	C,P	Gender	Age	Acad. Qual.	T.Exp.	Exp.
KCPE	**1**										
P.P	.630**	**1**									
O.P	.738**	.899**	**1**								
S.P	.542**	.126	.264	**1**							
D.P	.791**	.402*	.508**	.338	**1**						
C.P	.916**	.535*	.615**	.491**	.632**	**1**					
Gender	-.294	-.375*	-.339	.013	-.316	-.314	**1**				
Age	.276	.114	.170	.061	.417*	.262	-.266	**1**			
Acad. Qual.	-.064	.073	.141	-.168	-.167	.041	-.352*	.120	**1**		
T.Exp.	.258	.100	.164	.088	.330	.219	-.404*	.737**	.243	**1**	
Exp.as HT	.223	.208	.215	-.193	.217	.167	-.097	.278	-.026	.324	**1**

** Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed)

P.P-Planning Practices
O.P -Organizing practices
S.P- Staffing practices
D.P- Directing Practices
C.P- Controlling Practices

Acad. Qual.- Academic Qualifications
T. Exp.- Teaching Experience
Exp. As HT- Experience in Headship

Table 2: Subject Heads of Departments Correlation Statistics

	KCPE	P.P	OP	SP	D.P	C.P	HT. Gen.	HT. Age	HT. Aca. Qual.	HT T. Exp.	HT Exp.
KCPE	1										
P.P	.529**	1									
O.P	.474**	.236**	1								
S.P	.536**	-.056	.062	1							
D.P	.503**	.096	-.081	.073	1						
C.P	.468**	.055	.128	.164	.051	1					
HT. Gender	.060	-.042	.000	-.181	.263	.283	1				
HT. Age	-.239	-.260	-.041	.084	-.106	-.243	-.266	1			
HT. Acad. Qual.	.017	.242	.105	.207	-.415*	-.216	-.352*	.120	1		
H.T T.Exp.	-.234	-.127	.040	.073	-.231	-.372*	-.404*	.737**	.243	1	
HT.Exp.	-.044	.039	-.021	.041	-.126	-.138	-.097	.278	-.026	.324	1

** Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed)

P.P-Planning Practices
O.P -Organizing practices
S.P- Staffing practices
D.P- Directing Practices
C.P- Controlling Practices

Acad. Qual.- Academic Qualifications
T. Exp.- Teaching Experience
Exp. As HT- Experience as a Headteacher

Table 3: Pupils' Correlation Statistics

	KCPE	P.P	C.P	HT Gender	HT Age	HT Acad. Qual.	HT Teach. Exp.	Ex. HT
KCPE	1							
P.P	.904**	1						
C.P	.820**	.550**	1					
HT Gender	.137	.171	-.265	1				
HT Age	-.068	.012	.047	-.266	1			
HT Acad. Qual.	-.003	-.057	.350*	-.352*	.120	1		
HT Teach. Exp.	.020	-.008	.195	-.404*	.737**	.243	1	
Ex. HT	-.358*	-.410*	-.131	-.097	.278	-.026	.324	1

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

* Correlation is significant at the 0.05 level (2-tailed)

P.P-Planning Practices
O.P -Organizing practices
S.P- Staffing practices
D.P- Directing Practices
C.P- Controlling Practices

Acad. Qual.- Academic Qualifications
T. Exp.- Teaching Experience
Exp. As HT- Experience as a Headteacher

Source: Researcher, 2017

Appendix IX: ANOVA Table of Linearity Test

		Sum of Squares	df	Mean Square	F	Sig.
KCPE Mean Planning	Between Groups (combined)	2.352	17	.138	2.658	.035
	Linearity	1.223	1	1.223	23.507	.000
	Deviation from Linearity	1.129	16	.071	1.355	.287
	Within Groups	.729	14	.052		
	Total	3.080	31			
KCPE Mean Organizing	Between Groups (combined)	2.404	17	.141	2.929	.024
	Linearity	1.677	1	1.667	34.730	.000
	Deviation from Linearity	.727	16	.045	.941	.551
	Within Groups	.676	14	.048		
	Total	3.080	31			
KCPE Mean Staffing	Between Groups (combined)	1.991	18	.111	1.31910.786	.310
	Linearity	.904	1	.904	.762	.006
	Deviation from Linearity	1.087	17	.064		.705
	Within Groups	1.090	13	.084		
	Total	3.080	31			
KCPE Mean Directing	Between Groups (combined)	2.394	15	.160	3.721	.007
	Linearity	1.926	1	1.926	44.906	.000
	Deviation from Linearity	.468	14	.033	.779	.677
	Within Groups	.686	16	.043		
	Total	3.080	31			
KCPE Mean Controlling	Between Groups (combined)	3.002	27	.111	5.691	.051
	Linearity	2.585	1	2.585	132.292	.000
	Deviation from Linearity	.418	26	.016	.822	.672
	Within Groups	.078	4	.020		
	Total	3.080	31			
KCPE Mean Gender	Between Groups (combined)	.266	1	.266	2.830	.103
	Linearity					
	Deviation from Linearity					
	Within Groups	2.815	30	.094		
	Total	3.080	31			
KCPE Mean Age	Between Groups (combined)	.785	4	.196	2.308	.084
	Linearity	.235	1	.235	2.765	.108
	Deviation from Linearity	.550	3	.183	2.156	.117
	Within Groups	2.296	27	.085		
	Total	3.080	31			
KCPE Mean Acad. Qual.	Between Groups (combined)	.023	3	.008	.071	.975
	Linearity	.013	1	.013	.116	.736
	Deviation from Linearity	.011	2	.005	.048	.953
	Within Groups	3.057	28	.109		
	Total	3.080	31			
KCPE Mean Teach. Exp.	Between Groups (combined)	.210	3	.070	.684	.569
	Linearity	.206	1	.206	2.006	.168
	Deviation from Linearity	.005	2	.002	.023	.977
	Within Groups	2.870	28	.103		
	Total	3.080	31			
KCPE Mean Exp. as HT	Between Groups (combined)	.366	4	.091	.910	.472
	Linearity	.153	1	.153	1.519	.228
	Deviation from Linearity	.213	3	.071	.707	.556
	Within Groups	2.714	27	.101		
	Total	3.080	31			

Researcher 2017

Appendix X: Tables of Moderation Results

Table 1: Moderation Effect of Experience as Headteacher between Planning Practices and KCPE Mean Scores

```
Model: 1
Y- KCPE MEAN SCORES X- PLANNING PRACTICES M- EXPERIENCE AS A HEADTEACHER
SAMPLE SIZE: 32
OUTCOME VARIABLE: KCPE MEAN SCORES
Model Summary
     R       R-sq        MSE          F        df1        df2          p
     .5007      .2507   459.1027     3.1220     3.0000    28.0000      .0417
Model
              coeff         se          t          p       LLCI       ULCI
constant   266.7582     3.8562    69.1766      .0000   258.8590   274.6575
IV1Plan      1.0156     5.6871      .1786      .8595   -10.6342    12.6655
A5          10.4128     3.5786     2.9097      .0070     3.0821    17.7435
Int_1       -5.0677     4.5702    -1.1089      .2769   -14.4295     4.2941
Conditional effects of the focal predictor at values of the moderator(s):
      A5     Effect         se          t          p       LLCI       ULCI
 -1.1341     6.7632     7.3604      .9189      .3660    -8.3144    21.8407
   .0000     1.0156     5.6871      .1786      .8595    -10.6342   12.6655
1.1341    -4.7319    8.0152    -.5904      .5597        -21.150    11.6869
```

Table 2: Moderation Effect of Teaching Experience between Headteachers Planning Practices and KCPE Mean Scores

```
Model: 1
Y- KCPE MEAN SCORES X- PLANNING PRACTICES M- TEACHING EXPERIENCE
SAMPLE SIZE: 32
OUTCOME VARIABLE: KCPE MEAN SCORES
Model Summary
    R       R-sq        MSE          F        df1        df2          p
  .3102      .0962   553.7382      .9934     3.0000    28.0000      .4103
Model
              coeff         se          t          p       LLCI       ULCI
constant   266.1027     4.1873    63.5504      .0000   257.5252   274.6802
IV1Plan      5.7026     6.1188      .9320      .3593    -6.8316    18.2368
A4          -6.6220     4.3059    -1.5379      .1353   -15.4425     2.1985
Int_1       -2.1869     7.1373     -.3064      .7616   -16.8074    12.4337
Conditional effects of the focal predictor at values of the moderator(s):
      A4     Effect         se          t          p       LLCI       ULCI
   -.9980     7.8851     9.4589      .8336      .4116   -11.4913    27.2614
    .0000     5.7026     6.1188      .9320      .3593    -6.8316    18.2368
    .8125     3.9258     8.3675      .4692      .6426   -13.2147    21.0663
```

Table 3: Moderation Effect of Academic Qualification between Headteachers Planning Practices and KCPE Mean Scores

```
Model: 1
Y- KCPE MEAN SCORES X- PLANNING PRACTICES M- ACADEMIC QUALIFICATIONS
SAMPLE SIZE: 32
OUTCOME VARIABLE: KCPE MEAN SCORES
Model Summary
     R       R-sq        MSE          F        df1        df2          p
  .3133      .0981   552.5472     1.0156     3.0000    28.0000      .4005
Model
              coeff         se          t          p       LLCI       ULCI
constant   265.7574     4.1658    63.7950      .0000   257.2239   274.2909
IV1Plan      5.6960     6.1156      .9314      .3596    -6.8316    18.2236
A3          -6.7347     5.1209    -1.3151      .1991   -17.2246     3.7552
Int_1        4.8921     7.2538      .6744      .5056    -9.9670    19.7513
Conditional effects of the focal predictor at values of the moderator(s):
     A3     Effect         se          t          p       LLCI       ULCI
  -.8328     1.6218     8.2552      .1965      .8457   -15.2887    18.5324
   .0000     5.6960     6.1156      .9314      .3596    -6.8316    18.2236
   .8328     9.7701     8.9240     1.0948      .2829    -8.5104    28.0506
```

Table 4: Moderation Effect of Experience as Headteacher between the Headteachers Organizing Practices and KCPE Mean Scores

```
Model: 1
Y- KCPE MEAN SCORES X- ORGANIZING PRACTICES M- EXPERIENCE AS A HEADTEACHER
SAMPLE SIZE: 32
OUTCOME VARIABLE: KCPE MEAN SCORES
Model Summary
      R       R-sq        MSE          F        df1        df2          p
   .4855      .2357   468.2492     2.8787     3.0000    28.0000      .0203
Model
              coeff         se          t          p       LLCI       ULCI
constant   265.9686     3.8927    68.3252     .0000   257.9946   273.9426
IV2Org      -4.4393     5.1875     -.8558     .3994   -15.0657     6.1871
A5          10.2904     3.5509     2.8980     .0072     3.0165    17.5644
Int_1        -.0688     3.9691     -.0173     .9863    -8.1994     8.0619
Conditional effects of the focal predictor at values of the moderator(s):
      A5     Effect         se          t          p       LLCI       ULCI
 -1.1341    -4.3614     6.7724     -.6440     .5248   -18.2343     9.5116
   .0000    -4.4393     5.1875     -.8558     .3994   -15.0657     6.1871
  1.1341    -4.5173     6.9630     -.6488     .5218   -18.7808     9.7462
```

Table 5: Moderation Effect of Teaching Experience between the Headteachers Organizing Practices and KCPE Mean Scores

```
Model: 1
Y- KCPE MEAN SCORES X- ORGANIZING PRACTICES M- TEACHING EXPERIENCE
SAMPLE SIZE: 32
OUTCOME VARIABLE: KCPE MEAN SCORES
Model Summary
      R       R-sq        MSE          F        df1        df2          p
   .2569      .0660   572.2315      .6596     3.0000    28.0000      .5838
Model
              coeff         se          t          p       LLCI       ULCI
constant   265.8538     4.2972    61.8670     .0000   257.0512   274.6564
IV2Org        .1206     5.6747      .0213     .9832   -11.5038    11.7450
A4          -5.8674     4.5583    -1.2872     .2086   -15.2050     3.4701
Int_1         .8408     6.2758      .1340     .8944   -12.0149    13.6965
Conditional effects of the focal predictor at values of the moderator(s):
      A4     Effect         se          t          p       LLCI       ULCI
  -.9980     -.7184     8.4804     -.0847     .9331   -18.0903    16.6535
   .0000      .1206     5.6747      .0213     .9832   -11.5038    11.7450
   .8125      .8038     7.6029      .1057     .9166   -14.7705    16.3781
```

Table 6: Moderation Effect of Academic Qualification between the Headteachers Organizing Practices and KCPE Mean Scores

```
Model: 1
Y- KCPE MEAN SCORES X- ORGANIZING PRACTICES M- ACADEMIC QUALIFICATIONS
SAMPLE SIZE: 32
OUTCOME VARIABLE: KCPE MEAN SCORES
Model Summary
      R       R-sq        MSE          F        df1        df2          p
   .2888      .0834   561.5895      .8490     3.0000    28.0000      .4789
Model
              coeff         se          t          p       LLCI       ULCI
constant   265.4142     4.2351    62.6708     .0000   256.7388   274.0895
IV2Org        .4876     5.6445      .0864     .9318   -11.0750    12.0502
A3          -6.7330     5.1635    -1.3040     .2029   -17.3102     3.8441
Int_1        6.1939     7.1004      .8723     .3904    -8.3510    20.7388
Conditional effects of the focal predictor at values of the moderator(s):
     A3     Effect         se          t          p       LLCI       ULCI
  -.8328    -4.6706     7.6557     -.6101     .5467   -20.3531    11.0118
   .0000      .4876     5.6445      .0864     .9318   -11.0750    12.0502
   .8328     5.6459     8.6627      .6517     .5199   -12.0994    23.3912
```

Table 7: Moderation Effect of Experience as Headteacher between the Headteachers Staffing Practices and KCPE Mean Scores

Model: 1

Y- KCPE MEAN SCORES X- STAFFING PRACTICES M- EXPERIENCE AS A HEADTEACHER

SAMPLE SIZE: 32

OUTCOME VARIABLE: KCPE MEAN SCORES

Model Summary

R	R-sq	MSE	F	df1	df2	p
.6455	.4167	357.4035	6.6662	3.0000	28.0000	.0015

Model

	coeff	se	t	p	LLCI	ULCI
constant	267.3481	3.3914	78.8314	.0000	260.4010	274.2953
IV3Staff	-13.9826	7.3811	-1.8944	.0485	-29.1025	1.1373
A5	7.1728	3.0991	2.3145	.0282	.8245	13.5212
Int_1	14.0324	5.8143	2.4134	.0226	2.1220	25.9428

Conditional effects of the focal predictor at values of the moderator(s):

A5	Effect	se	t	p	LLCI	ULCI
-1.1341	-29.8974	9.7763	-3.0581	.0049	-49.9238	-9.8710
.0000	-13.9826	7.3811	-1.8944	.0685	-29.1025	1.1373
1.1341	1.9322	10.0177	.1929	.8484	-18.5887	22.4531

Table 8: Moderation Effect of Teaching Experience between the Headteachers Staffing Practices and KCPE Mean Scores

Model: 1

Y- KCPE MEAN SCORES X- STAFFING PRACTICES M- TEACHING EXPERIENCE

SAMPLE SIZE: 32

Model Summary

R	R-sq	MSE	F	df1	df2	p
.4623	.2138	481.7084	2.5375	3.0000	28.0000	.0768

Model

	coeff	se	t	p	LLCI	ULCI
constant	265.5240	3.9029	68.0327	.0000	257.5291	273.5190
IV3Staff	-20.7366	9.0568	-2.2896	.0298	-39.2892	-2.1840
A4	-4.8009	3.9966	-1.2012	.2397	-12.9878	3.3861
Int_1	10.8603	10.6381	1.0209	.3160	-10.9315	32.6521

Conditional effects of the focal predictor at values of the moderator(s):

A4	Effect	se	t	p	LLCI	ULCI
-.9980	-31.5750	16.2654	-1.9412	.0624	-64.8940	1.7441
.0000	-20.7366	9.0568	-2.2896	.0298	-39.2892	-2.1840
.8125	-11.9126	9.9945	-1.1919	.2433	-32.3860	8.5608

Table 9: Moderation Effect of Academic Qualification between the Headteachers Staffing Practices and KCPE Mean Scores

Model: 1

Y- KCPE MEAN SCORES X- STAFFING PRACTICES M- ACADEMIC QUALIFICATIONS

SAMPLE SIZE: 32

OUTCOME VARIABLE: KCPE MEAN SCORES

Model Summary

R	R-sq	MSE	F	df1	df2	p
.4899	.2400	465.6254	2.9476	3.0000	28.0000	.0500

Model

	coeff	se	t	p	LLCI	ULCI
constant	266.3726	3.8693	68.8419	.0000	258.4464	274.2988
IV3Staff	-21.9971	8.5252	-2.5802	.0154	-39.4607	-4.5335
A3	-7.8503	4.9563	-1.5839	.1244	-18.0031	2.3025
Int_1	6.5446	10.1966	.6418	.5262	-14.3429	27.4320

Conditional effects of the focal predictor at values of the moderator(s):

A3	Effect	se	t	p	LLCI	ULCI
-.8328	-27.4474	13.0775	-2.0988	.0450	-54.2362	-.6586
.0000	-21.9971	8.5252	-2.5802	.0154	-39.4607	-4.5335
.8328	-16.5468	10.8884	-1.5197	.1398	-38.8512	5.7576

Table 10: Moderation Effect of Experience as Headteacher between the Headteachers Directing Practices and KCPE Mean Scores

```
Model: 1
Y- KCPE MEAN SCORES X- DIRECTING PRACTICES M- EXPERIENCE AS A HEADTEACHER
SAMPLE SIZE: 32
OUTCOME VARIABLE: KCPE MEAN SCORES

Model Summary
     R       R-sq        MSE          F        df1        df2          p
  .4805      .2308   471.2409     2.8012     3.0000    28.0000      .0482
Model
            coeff         se          t          p       LLCI       ULCI
constant  265.7996     3.9207    67.7940      .0000   257.7682   273.8310
IV4Dir     -3.2616     4.4035     -.7407      .4651   -12.2821     5.7588
A5         10.1023     3.5436     2.8509      .0081     2.8434    17.3613
Int_1        .7086     3.6370      .1948      .8469    -6.7415     8.1588
Conditional effects of the focal predictor at values of the moderator(s):
    A5     Effect         se          t          p       LLCI       ULCI
 -1.1341   -4.0653     6.6473     -.6116      .5458   -17.6821     9.5515
   .0000   -3.2616     4.4035     -.7407      .4651   -12.2821     5.7588
  1.1341   -2.4579     5.3501     -.4594      .6495   -13.4174     8.5016
```

Table 11: Moderation Effect of Teaching Experience between the Headteachers Directing Practices and KCPE Mean Scores

```
Model: 1
Y- KCPE MEAN SCORES X- DIRECTING PRACTICES M- TEACHING EXPERIENCE
SAMPLE SIZE: 32
Model Summary
     R       R-sq        MSE          F        df1        df2          p
  .2903      .0843   561.0527      .8588     3.0000    28.0000      .4739
Model
             coeff         se          t          p       LLCI       ULCI
constant  267.5555     4.8728    54.9076      .0000   257.5737   277.5373
IV4Dir      4.7234     6.4777      .7292      .4719    -8.5459    17.9927
A4         -8.1820     5.1204    -1.5979      .1213   -18.6709     2.3070
Int_1      -5.3920     8.4023     -.6417      .5263   -22.6039    11.8198

Conditional effects of the focal predictor at values of the moderator(s):
     A4     Effect         se          t          p       LLCI       ULCI
  -.9980   10.1046    13.5720      .7445      .4628   -17.6971    37.9063
   .0000    4.7234     6.4777      .7292      .4719    -8.5459    17.9927
   .8125     .3424     5.4782      .0625      .9506   -10.8794    11.5642
```

Table 12: Moderation Effect of Academic Qualification between the Headteachers Directing Practices and KCPE Mean Scores

```
Model: 1
Y- KCPE MEAN SCORES X- DIRECTING PRACTICES M- ACADEMIC QUALIFICATIONS
SAMPLE SIZE: 32
OUTCOME VARIABLE: KCPE MEAN SCORES
Model Summary
     R       R-sq        MSE          F        df1        df2          p
  .2785      .0776   565.1613      .7847     3.0000    28.0000      .5126
Model
             coeff         se          t          p       LLCI       ULCI
constant  266.4248     4.2563    62.5957      .0000   257.7060   275.1436
IV4Dir     -1.9299     4.7153     -.4093      .6855   -11.5891     7.7293
A3         -7.4162     5.2201    -1.4207      .1664   -18.1093     3.2769
Int_1       3.7459     5.3889      .6951      .4927    -7.2930    14.7848

Conditional effects of the focal predictor at values of the moderator(s):

    A3     Effect         se          t          p       LLCI       ULCI
 -.8328    -5.0494     6.9706     -.7244      .4748   -19.3285     9.2297
  .0000    -1.9299     4.7153     -.4093      .6855   -11.5891     7.7293
  .8328     1.1897     6.0133      .1978      .8446   -11.1284    13.5078
```

Table 13: Moderation Effect of Experience as Headteacher between the Headteachers Controlling Practices and KCPE Mean Scores

```
Model: 1
Y- KCPE MEAN SCORES X- COMTROLLING PRACTICES M- EXPERIENCE AS A HEADTEACHER
SAMPLE SIZE: 32
OUTCOME VARIABLE: KCPE MEAN SCORES
Model Summary
     R       R-sq        MSE          F        df1        df2          p
  .7092      .5030   304.5153     9.4450     3.0000    28.0000      .0002
Model
              coeff         se          t          p       LLCI       ULCI
constant   266.9552     3.1555    84.6007     .0000   260.4914   273.4191
IV5Cont     14.7725     4.2113     3.5078     .0015     6.1458    23.3992
A5           7.5816     2.8251     2.6836     .0121     1.7944    13.3688
Int_1       17.8562     4.5543     3.9207     .0005     8.5549     27.158

Conditional effects of the focal predictor at values of the moderator(s):
    A5     Effect         se          t          p       LLCI       ULCI
 -1.1341    21.3007     5.6472     3.7719     .0008     9.7326    32.8687
   .0000    14.7725     4.2113     3.5078     .0015     6.1458    23.3992
  1.1341     8.2443     6.4209     1.2840     .0209    -4.9086    21.3972
```

Table 14: Moderation Effect of Teaching Experience between the Headteachers Controlling Practices and KCPE Mean Scores

```
Model: 1
Y- KCPE MEAN SCORES X- CONTROLLING PRACTICES M- TEACHING EXPERIENCE
SAMPLE SIZE: 32
Model Summary
       R       R-sq        MSE          F        df1        df2          p
     .5924      .3510   397.6454     5.0471     3.0000    28.0000      .0064
Model
              coeff         se          t          p       LLCI       ULCI
constant   265.7971     3.6257    73.3099     .0000   258.3700   273.2241
IV5Cont     16.6966     5.0495     3.3066     .0026     6.3529    27.0403
A4          -2.5072     3.7541     -.6679     .0097   -10.1973     5.1829
Int_1        -.8166     4.3533     -.1876     .0085    -9.7341     8.1009
Conditional effects of the focal predictor at values of the moderator(s):
   A4     Effect         se          t          p       LLCI       ULCI
 -.9980    17.5116     5.6466     3.1013     .0044     5.9448    29.0784
  .0000    16.6966     5.0495     3.3066     .0026     6.3529    27.0403
  .8125    16.0331     6.9408     2.3100     .0285     1.8150    30.2512
```

Table 15: Moderation Effect of Academic Qualification between the Headteachers Controlling Practices and KCPE Mean Scores

```
Model: 1

Y- KCPE MEAN SCORES X- CONTROLLING PRACTICES M- ACADEMIC QUALIFICATIONS

SAMPLE SIZE: 32

OUTCOME VARIABLE: KCPE MEAN SCORES

Model Summary
       R       R-sq        MSE          F        df1        df2          p
     .6340      .4020   366.4035     6.2732     3.0000    28.0000      .0022
Model
              coeff         se          t          p       LLCI       ULCI
constant   265.6715     3.3956    78.2393     .0000   258.7157   272.6273
IV5Cont     16.7790     4.5414     3.6947     .0009     7.4761    26.0819
A3          -6.7494     4.2499    -1.5881     .0123   -15.4552     1.9565
Int_1       -6.9868     6.9493    -1.0054     .0323   -21.2221     7.2485

Conditional effects of the focal predictor at values of the moderator(s):

      A3     Effect         se          t          p       LLCI       ULCI
  -.8328    22.5976     6.8168     3.3150     .0025     8.6336    36.5616
   .0000    16.7790     4.5414     3.6947     .0009     7.4761    26.0819
   .8328    10.9604     7.8592     1.3946     .0174    -5.1388    27.0596
```

Appendix XI: Research Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **640442**

Date of Issue: **14/February/2024**

RESEARCH LICENSE

This is to Certify that Ms.. Caroline Osena Khang'achi of Masinde Muliro University of Science and Technology, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Westpokot on the topic: HEADTEACHERS MANAGEMENT PRACTICES AND STRATEGIES AND PUPILS' ACADEMIC ACHIEVEMENT IN PUBLIC PRIMARY SCHOOLS IN WEST POKOT COUNTY, KENYA for the period ending : 14/February/2025.

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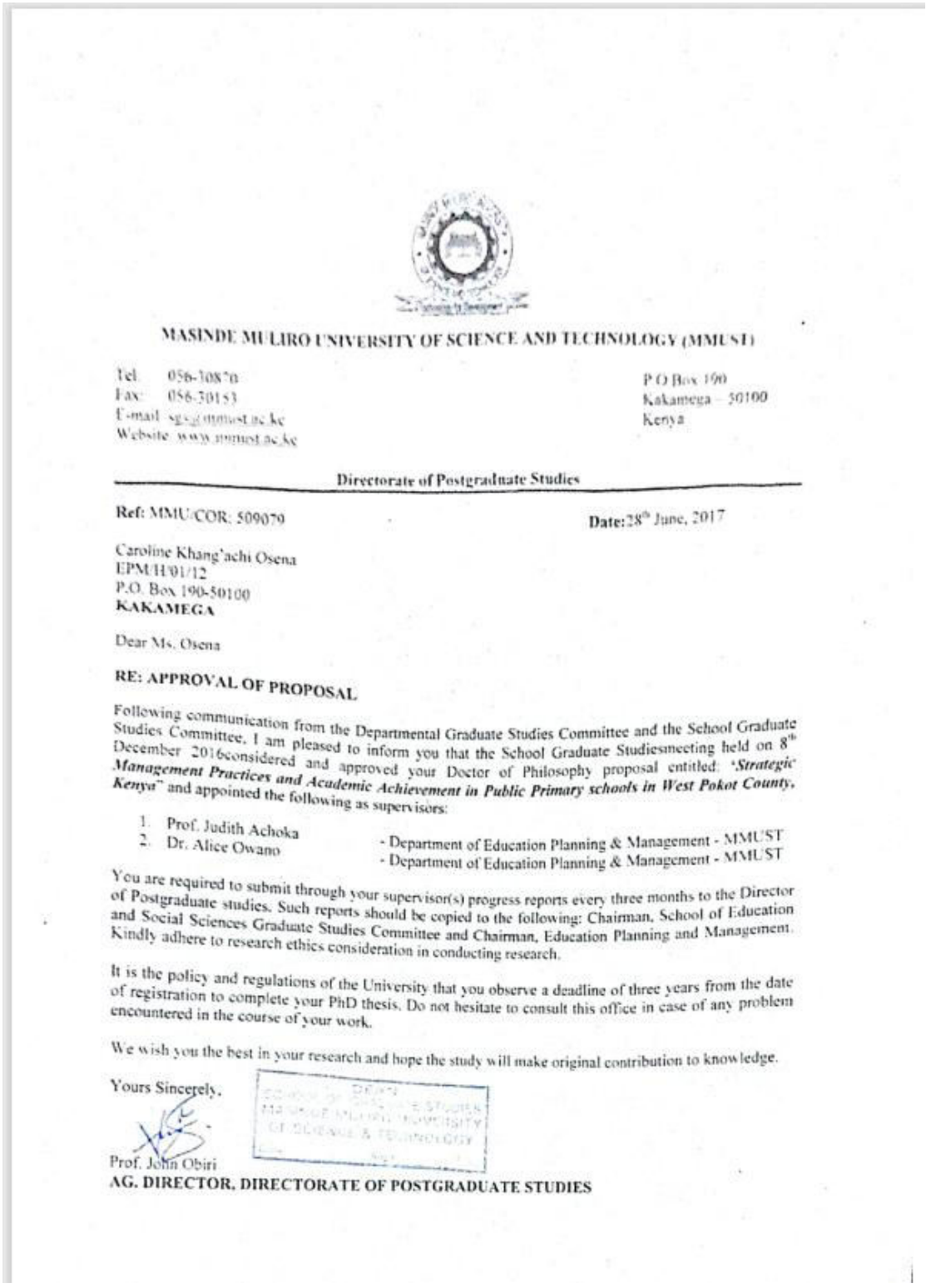
Appendix XII: Introductory Letter from Graduate School



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Kakamega - 50100
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Directorate of Postgraduate Studies

Ref: MMU/COR: 509079 **Date:** 28th June, 2017

Caroline Khang'achi Osena
EPM/H/01/12
P.O. Box 190-50100
KAKAMEGA

Dear Ms. Osena

RE: APPROVAL OF PROPOSAL

Following communication from the Departmental Graduate Studies Committee and the School Graduate Studies Committee, I am pleased to inform you that the School Graduate Studiesmeeting held on 8th December 2016considered and approved your Doctor of Philosophy proposal entitled: "***Strategic Management Practices and Academic Achievement in Public Primary schools in West Pokot County, Kenya***" and appointed the following as supervisors:

1. Prof. Judith Achoka - Department of Education Planning & Management - MMUST
2. Dr. Alice Owano - Department of Education Planning & Management - MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Director of Postgraduate studies. Such reports should be copied to the following: Chairman, School of Education and Social Sciences Graduate Studies Committee and Chairman, Education Planning and Management. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of three years from the date of registration to complete your PhD thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,

Prof. John Obiri
AG. DIRECTOR, DIRECTORATE OF POSTGRADUATE STUDIES

Appendix XIII: Map of the Study Area