



Management strategies and performance in Kenya Certificate of Primary Education (KCPE) in Kakamega central district, Kenya

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ABSTRACT

Management, being a collection of processes like decision making, problem solving and planning needs application of appropriate knowledge, skills and attitudes from the management personnel. Proper management of resources like human, material, time and finances should translate to improved performance. Such practices as staff development, supervision, staff empowerment, supervision, communication, resource allocation and utilization and leadership styles when properly coordinated should lead to good performance. Kakamega Central District has in the past five years, from the 2007 to 2012, registered negative deviation by public primary schools in the Kenya Certificate Primary Education (KCPE) performance. Previous studies have attributed poor academic performance to environmental conditions, school enrolment, poor teacher-pupil ratio, inadequate resource materials and government policies. This study sought to establish by investigation the causal link between management strategies and pupils academic performance in KCPE in Kakamega Central District. It is hoped that the findings and recommendations of this study will be of importance to heads of schools in terms of solutions for the future empowerment of teachers in order to improve their performance and the performance of pupils in their national and any other examinations. The information obtained can assist school administrators to develop strategies for involving teachers, pupils and the community in decision making, goal formulation and job satisfaction which in turn will positively influence the overall performance of their schools. The findings also add to a wealth of knowledge, skills and techniques in improving primary school head teachers in their management of schools which foster the teachers' relationship with administrators leading to job satisfaction and good content delivery which brings excellent academic performance. Theoretically, the study tends to provoke leadership that fosters empowerment of teachers so as to improve their performance. First, it identifies opinions, concerns and preconceived notions the teachers have about the head teachers or school administrative structure. Essentially, the idea is to equip, help, educate and encourage the school management regarding management practices which are affordable and culturally appropriate in addressing low productivity in schools. Schools need information on practices that hinder them from optimizing performance. Finally, the study also elicited some other underlying problems that affect institutions' performance other than those known to the researcher.

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Introduction

Objectives of the Study

- a. Determine the relationship between resource allocation and performance in KCPE in Kakamega Central District Kenya.
- b. Establish the relationship between staff motivation and performance in KCPE in Kakamega Central District Kenya.
- c. Determine the effect of leadership style on performance in KCPE in Kakamega Central District Kenya.

Resource Allocation and Utilization

Before superiors and subordinates can agree on goals, there should be examination to determine whether the organization and subordinates have the resources and abilities to achieve them. Resources include; human energy, effort, time, money, and materials. Actions may require the commitment and cooperation of several persons and units Greer and Plunkett, (2000). The availability of adequate resources determines whether organizations will achieve their goals i.e. as goals are

being formulated the resources needed to achieve them should be determined. There is little point in setting goals that are beyond the capabilities of a company or group to achieve.

Kreitner, (1986) Points out that, Programs constructed at various levels set forth what is to be done and by whom and determine what resources are to be expended. Additional demands on people may tax them beyond their capabilities. If the existing workforce cannot absorb the activities, new people may have to be obtained, or the work may have to be outsourced. Where the existing staffs do not have the expertise or levels of skills required, additional training may be needed. Additional financial resources may be needed to accomplish all the tasks given to a particular individual or unit. For schools to attain the desired performance head teachers should ensure that resources are available and allocated according to expectations and goals set.

Staff Motivation

From a manager's perspective, a person who is motivated works hard, sustains a pace of hard work and has self-directed behavior towards important goals. Managers therefore, strive to ensure that they meet the employees' motivational needs since this will contribute to improved performance. Motivation involves effort, persistence, and goals. It involves a person's desire to perform. The employee's actual performance is what managers can evaluate to determine indirectly a person's desire. Motivation is the process of influences or stimulating a person to take action towards accomplishing desired goals. The basic work of the school is done through teaching and this duty is done by teachers. The Head teacher has to arouse and stimulate teachers to work towards the desired goals. Once motivated, the desire to work has to be natured and maintained, Olembo (1992) commenting on the importance of motivation says that motivation plays a large part in determining the levels of performance of teachers and students. This in turn influences how effective the educational goals will be accomplished. If motivation is low, teachers and students performance will suffer as much as the ability was low. Motivation is an extremely important function of school management. It is therefore imperative for school administrators to motivate teachers and teachers in turn to motivate the students. If teachers are well motivated, they direct their energy towards goals achievement. Studies done on motivation have shown that motivation is affected by a good pay, good relationship with management, good work environment recognition and prospect for career advancement. Therefore to motivate employees, schools need to ensure that the above factors are met.

Leadership Style

Leaders routinely rely on a participative leadership style. To enhance group performance leaders involve their subjects in decision making hence increase in group performance. But leading a diverse workforce calls for pluralistic leaders who truly value diversity. Pluralistic leadership helps to create work environments that invite everyone's involvement by promoting cooperation and mutual respect. For some leaders, corporate failure is interpreted as personal failure and their reputation is considered tarnished if they don't meet their goals. To ensure group success, leaders set attainable goals and work towards giving their employees direction to enable them meet their set goals.

In the contemporary world, theoretical and practical advancement requires a dual focus on leadership as a perceptual phenomenon and leadership as a determinant of group performance. Effectiveness depends not only on the adequate administrative rewards and technical abilities but also on how supervisor's actions are interpreted by his followers. Leaders therefore strive to engage in those activities that will be of positive influence to their followers. The leader therefore ensures that he understands the expectations of the followers then acts towards meeting their expectations as an effort to enhance performance. Traits of leaders and innate characteristics influence leadership predisposition. There are a number of approaches to leadership but Fiedler's contingency approach is regarded as a more comprehensive approach to leadership. This approach holds that leadership is an interaction between leaders' characteristics, followers' characteristics and the leadership situation. Fiedler heeded Stogdill's advice of looking at leadership from a wider perspective. Leaders therefore take into account the following in an attempt to enhance group performance: they strive to understand the followers' characteristics; they also understand themselves and the

situational variables that impact the followers' performance. They then strive to create a link between the three variables hence enhancing group performance. Leaders meet two problems that is, Problems being experienced by individuals under the leader's influence and another which is working towards solving those problems so as to create a conducive organizational climate that will foster performance (Lord and Maher, 1993)

Studies on executives have shown interesting differences between the ways in which both sexes approach the role of leadership most women respondents tended to be interactive while men described their styles as being a set of transactions with subordinates (Greer and Plunkett, 2000). Employees' reactions to different leadership styles are varied. Most employees feel that bureaucratic style does little to build their motivation. Those subjected to the autocratic style will generally be high quantity producers but only for the short run.

Mamoria, C & Gankar, S. (2001) notes that, great majority of today's workers are educated enough for the democratic style of leadership. Workers who work under the specter style perceive themselves as being in business for themselves; that is, they adopt a somewhat independent air and see their boss as a kind of staff assistant who stands ready to help if need be. Bell (1992), identifies five management styles, which the head can employ to effect teaching and learning in schools. These include; autocratic, laissez-faire, democratic, transactional and contingency styles. Laissez Faire leadership leaves the teachers and students unsupervised and that is detrimental to pupil's performance, physical and behavioral development. Schools with democratic leaders have open communication network between pupils, teachers show interest in school activities and work together as a team to accomplish the goals. Heads of schools, who adopt contingency approach, have been considered effective leaders who inculcate a culture of competitiveness and excellence in the school community (parents, staff, sponsor) to the maximum. Such schools continue to excel even when the leadership changes.

From the above table, it was observed that out of the 113 public primary schools in Kakamega Central District (as at 2010), eighty (80) schools were categorized as small, having entered KCPE candidates between 1 – 50; thirty (30) schools were categorized as medium with KCPE entry between 51 – 100 and three (3) schools were categorized as large with a KCPE entry of over 100 candidates. It was observed that there was high disparity among the three strata and even within each stratum high disparity was evident from the statistics on lowest, highest and standard deviations.

Findings and Discussion

Effect of Resource Allocation on Performance in KCPE

The perception by both teachers and head teachers on the effect of resource allocation on performance in the KCPE was investigated based on the attributes of utilization, adequacy and learning materials for teachers and the use of library resources for head teachers (Table 2)

Legend: (1) Utilization: Opportunity to utilize provided facilities (2) Adequacy: School provides adequate facilities for general school functions; (3) Materials: School provides materials for effective learning; (4) Library: Library equipped with relevant readings resources.

From Table 2 it was observed that teachers agreed that to some extent that the resource utilization, adequacy and materials for effective learning affected performance. However head teachers agreed that it was to a large extent that library resources affected KCPE performance.

When analyzed by school category (Table 3) it was found that teachers perceived that utilization and adequacy of resources was practiced only to some extent in small schools, to some and to large extent in large schools and to large extent in medium schools. However the head teachers perceived the allocation of library resources to some extent in large and medium schools but to very large extent in large schools.

Legend: (1) Utilization: Opportunity to utilize provided facilities (2) Adequacy: School provides adequate facilities for general school functions; (3) Library: Library equipped with relevant readings resources.

The findings indicated that provision and adequacy of resources have benefited the large schools more than the medium or the small schools.

Effect of Motivation on Performance in KCPE

The attributes used to investigate the perception of motivation on the performance in KCPE were provision of remedial work, incentives to teachers and work environment to both teachers and pupils.

Table 4 shows that teachers' perception on incentives was that they only to some extent affected school performance. However head teachers agreed that both remedial work and incentives affected to a large extent the performance in the KCPE.

Legend: (1) Incentives: Provision of conducive environment for academic work and personal teacher needs (2) Remedial: Teachers encouraged to offer remedial teaching to low achieving pupils.

The results by category of schools however indicated that teachers perceived school environment to affect school performance to some extent in the case of small schools but to large extent in medium and large schools. However teachers agreed that it was only to some extent and in all categories of schools that incentives affected school performance. The head teachers on the other hand agreed that it was only to some extent that incentives and remedial work affected performance in small schools for the case of medium or large schools the effect was to large or to very large extent.

Legend: (1) Environment: Provision by the head teacher of friendly work environment for teachers; (2) Incentives: Provision of conducive environment for academic work and personal teacher needs; (3) Remedial: Teachers encouraged to offer remedial teaching to low achieving pupils.

Effect of Leadership Style on Performance in KCPE

The following attributes were used to investigate the perception of leadership style on the KCPE performance by both teachers and head teachers: centralized approach, influence by head teacher, deputy head teachers, teachers, subordinate staff and pupils; autocratic leadership; Laissez Faire type of leadership; transactional leadership, democratic leadership; contingency; team work; decision making; delegated leadership to various levels; participatory leadership and time management

Legend: (1) Centralized: Admissions highly centralized & head teacher sets high standards (2) Influential-HT: Head teacher influences on all happenings; (3) Influential-TR: Teacher influence on all happenings; (4) Influential-SS: Subordinate staff have influence on all happenings; (5) Influential-PL: Pupils have influence on all happenings; (6) Autocratic: Head teacher's style of management is autocratic; (7) Laissez Faire: Head teacher's management style is Laissez Faire; (8) Democratic: Head teacher's style of management is democratic; (9) Transactional: Head teacher's style of management is transaction; (10) Contingency: Head teacher's style of management is contingency; (11) Team work: Head teacher encourages team

work; (12) Decisions: Decisions are highly centralized; (13) Delegation-DH: Duties delegated to deputy teacher; (14) Delegation-ST: Duties delegated to senior teachers; (15) Delegation-SP: Duties delegated to subject panel heads; (16) Delegation-CT: Duties delegated to class teachers; (17) Delegation-TR: Duties delegated to teachers; (18) Participatory: Head teacher encourages participatory approach (19) Time: Head teacher encourages effective use of academic learning time.

Table 6 shows the results for perception by teachers and head teachers on the effect of leadership styles on KCPE performance. Except for the attribute of head teacher's influence which is perceived to a large extent to be influential all other attributes are perceived by teachers to be practiced only to some extent. The head teachers perceive team work, decision making and delegation to the deputy head teacher to be practiced to a large extent. The head teachers perceive the practice of centralized leadership to some extent. The head teachers agreed that the following attributes were not practiced to any appreciable level: delegation to deputy head teacher, participatory approach and time management.

Results of the analysis by school category are shown in Table 7. Teachers perceived the practice of all attributes of leadership styles to some extent in the small schools and to some and large extent in the medium and large schools.

The head teachers perceived the practice of teachers to large extent in small and large schools but only to some extent in medium schools. Head teachers perceive the practice of centralized leadership to only some extent in all categories of schools. The head teachers agreed that the delegation of duties was practiced to large and very large extent down to the head of subject panel in all categories of schools.

The head teachers agreed that delegation of duties to class and other teachers was practiced to only some extent among small schools, to some and large extent in medium schools and to large and very large extent in large schools.

Legend: (1) Centralized: Admissions highly centralized & head teacher sets high standards (2) Influential-HT: Head teacher influences on all happenings; (3) Influential-TR: Teacher influence on all happenings; (4) Influential-PL: Pupils have influence on all happenings; (5) Influential-SS: Subordinate staff have influence on all happenings; (6) Autocratic: Head teacher's style of management is autocratic; (7) Laissez Faire: Head teacher's management style is Laissez Faire; (8) Democratic: Head teacher's style of management is democratic; (9) Transactional: Head teacher's style of management is transaction; (10) Contingency: Head teacher's style of management is contingency; (11) Team work: Head teacher encourages team work; (13) Delegation-DH: Duties delegated to deputy teacher; (14) Delegation-ST: Duties delegated to senior teachers; (15) Delegation-SP: Duties delegated to subject panel heads; (16) Delegation-CT: Duties delegated to class teachers; (17) Delegation-TR: Duties delegated to teachers; (18) Participatory: Head teacher encourages participatory approach (19) Records: Teachers encouraged to keep academic work records; (20) Time: Head teacher encourages effective use of academic learning time.

It was agreed by head teachers that participatory leadership was practiced to some extent in small and medium schools but to very large extent in large schools.

It was agreed by head teachers that the keeping of school records was practiced to large extent in small schools and to very large extent in large and medium schools.

Stratum i	Category of School	Number of Schools in Category, N _i	KCPE Candidates	2010 KCPE Statistics			
				Lowest Entry	Highest Entry	Mean	Standard Deviation, σ
1	Small	80	1 – 50	17	50	35.5	7.25
2	Medium	30	51 – 100	51	82	66.5	11.53
3	Large	3	> 100	103	242	163.0	58.30
Total		113					

Attributes	Very large Extent		Large extent		Some extent		Small extent		not at all		mean
	n	%	n	%	N	%	N	%	n	%	
Teachers perception of School Administrators use of Generally Accepted management Practices											
Utilization ⁽¹⁾	31	15.5	61	30.5	49	24.5	46	23.0	13	6.5	3.26
Adequacy ⁽²⁾	15	7.5	62	31.0	60	30.0	48	24.0	15	7.5	3.07
Materials ⁽³⁾	28	14	46	23.0	75	37.5	43	21.5	8	4.0	3.22
Head Teachers Perception of their own Management Practices by School Category											
Library ⁽⁴⁾	3	7.5	15	37.5	17	42.5	4	10.0	1	2.5	3.70

Attributes	Small		Medium		Large	
	Mean	Comment	Mean	Comment	Mean	Comment
Teachers perception of School Administrators use of Generally Accepted management Practices by School Category						
Utilization ⁽¹⁾	2.98	Some extent	3.67	Large extent	2.80	Some extent
Adequacy ⁽²⁾	3.00	Some extent	3.70	Large extent	4.20	Large extent
Head Teachers perception of School Administrators use of Generally Accepted management Practices by School Category						
Library ⁽³⁾	3.47	Some extent	3.67	Some extent	4.50	Very Large extent

Attributes	Very large Extent		Large extent		Some extent		Small extent		not at all		mean
	n	%	n	%	N	%	n	%	n	%	
Teachers perception of School Administrators use of Generally Accepted management Practices											
Incentives ⁽¹⁾	26	13	44	22.0	46	23.0	60	30.0	24.0	12.0	2.94
Head Teachers Perception of their own Management Practices by School Category											
Remedial ⁽²⁾	10	25.0	14	35.0	11	27.5	4	10	1	2.5	3.70
Incentives ⁽¹⁾	5	12.5	10	25.0	15	37.5	8	20.0	2	5.0	3.20

Attributes	Small		Medium		Large	
	Mean	Comment	Mean	Comment	Mean	Comment
Teachers perception of School Administrators use of Generally Accepted management Practices by School Category						
Environment ⁽¹⁾	2.61	Some extent	3.73	Large extent	3.90	Large extent
Incentives ⁽²⁾	2.45	Some extent	3.30	Some extent	3.00	Some extent
Head Teachers perception of School Administrators use of Generally Accepted management Practices by School Category						
Remedial ⁽³⁾	3.47	Some extent	4.67	Very Large extent	4.50	Very Large extent
Incentives ⁽²⁾	3.00	Some extent	3.83	Some extent	4.50	Very Large extent

Attributes	Very large Extent		Large extent		Some extent		Small extent		not at all		mean
	n	%	n	%	N	%	n	%	n	%	
Teachers Perception of School Administrators use of Generally Accepted management Practices											
Centralized ⁽¹⁾	55	27.5	51	25.5	49	24.5	26	13.0	19	9.5	3.49
Influential-HT ⁽²⁾	88	44.0	43	21.5	19	9.5	12	6.00	38	19.0	3.66
Influential-TR ⁽³⁾	19	9.5	54	27.0	62	31.0	40	20	25	12.5	3.01
Influential-PL ⁽⁴⁾	25	12.5	25	12.5	62	31.0	48	24	40	20.0	2.74
Influential-SS ⁽⁵⁾	34	17.5	50	25.0	47	23.5	43	21.5	26	13.0	3.12
Autocratic ⁽⁶⁾	57	28.5	21	10.5	35	17.5	46	23.0	41	20.5	3.04
Laissez Faire ⁽⁷⁾	28	14.0	25	12.5	59	29.5	40	20.0	48	24.0	2.73
Democratic ⁽⁸⁾	23	11.5	35	17.5	45	22.5	45	22.5	52	26.0	2.66
Transactional ⁽⁹⁾	43	21.5	47	23.5	49	24.5	37	18.5	24	12.0	3.24
Contingency ⁽¹⁰⁾	41	20.5	39	19.5	52	26.0	15	7.5	53	26.5	3.00
Head Teachers Perception of their own Management Practices by School Category											
Team work ⁽¹¹⁾	10	25.0	22	55	8	20.0	0	0.0	0	0.0	4.05
Centralized ⁽¹⁾	3	7.5	9	22.5	15	37.5	12	30	1	2.5	3.03
Decisions ⁽¹²⁾	20	50.0	7	17.5	4	10.0	4	10.0	5	12.5	3.83
Delegation-DH ⁽¹³⁾	13	32.0	17	42.5	8	20.0	2	5.0	0	0.0	4.03
Delegation-ST ⁽¹⁴⁾	6	15.0	12	30.0	17	42.5	5	12.5	0	0.0	0
Delegation-HP ⁽¹⁵⁾	2	5.0	7	17.5	18	45.0	13	32.5	0	0.0	0
Delegation-CT ⁽¹⁶⁾	0	0.0	5	12.5	15	37.5	17	42.5	3	7.5	0
Delegation-TR ⁽¹⁷⁾	3	7.5	13	32.5	16	40	8	20.0	0	0.0	0
Participatory ⁽¹⁸⁾	19	47.5	19	47.5	2	5.0	0	0.0	0	0.0	0
Time ⁽¹⁹⁾	25	62.5	15	37.5	0	0.0	0	0.0	0	0.0	0

Attributes	Small		Medium		Large	
	Mean	Comment	Mean	Comment	Mean	Comment
Teachers perception of School Administrators use of Generally Accepted management Practices by School Category						
Centralized ⁽¹⁾	3.41	Some extent	3.70	Large extent	4.00	Large extent
Influential-HT ⁽²⁾	3.46	Some extent	4.30	Large extent	4.80	Large extent
Influential-TR ⁽³⁾	2.81	Some extent	3.87	Large extent	3.60	Large extent
Influential-SS ⁽⁵⁾	2.63	Some extent	3.20	Some extent	2.90	Some extent
Influential-PL ⁽⁴⁾	2.91	Some extent	3.83	Large extent	4.20	Large extent
Autocratic ⁽⁶⁾	3.088	Some extent	2.20	Small extent	4.70	Large extent
Laissez Faire ⁽⁷⁾	2.76	Some extent	2.73	Some extent	2.22	Some extent
Democratic ⁽⁸⁾	2.46	Some extent	3.53	Large extent	3.20	Some extent
Transactional ⁽⁹⁾	3.38	Some extent	3.00	Some extent	1.80	Some extent
Contingency ⁽¹⁰⁾	3.01	Some extent	3.43	Some extent	1.60	Some extent
Head Teachers perception of School Administrators use of Generally Accepted management Practices by School Category						
Team work ⁽¹¹⁾	4.00	Large extent	4.33	Some extent	4.00	Large extent
Centralized ⁽¹⁾	3.03	Some extent	3.17	Some extent	2.50	Some extent
Delegation-DH ⁽¹³⁾	3.69	Large extent	4.17	Large extent	5.00	Very Large extent
Delegation-ST ⁽¹⁴⁾	4.03	Large extent	3.67	Some extent	5.00	Very Large extent
Delegation-HP ⁽¹⁵⁾	3.56	Large extent	2.67	Very Large extent	4.50	Very Large extent
Delegation-CT ⁽¹⁶⁾	2.53	Some extent	2.67	Very Large extent	3.50	Large extent
Delegation-TR ⁽¹⁷⁾	3.28	Some extent	2.33	Some extent	3.50	Large extent
Participatory ⁽¹⁸⁾	4.38	Some extent	2.83	Some extent	4.50	Very Large extent
Records ⁽¹⁹⁾	4.59	Large extent	4.50	Very Large extent	5.00	Very Large extent
Time ⁽²⁰⁾		Very Large extent	4.67	Very Large extent	5.00	Very Large extent

Practices	R
1. Supervision	0.29-0.87
Conduct performance appraisal for your teachers	0.026
Check on the teacher's lesson plans, scheme of works and pupils' records	0.339
Occasionally visit class to observe teachers teaching	0.409
Check periodically pupils' exercise books, practical work, assignments, quizzes and test to ensure regular marking	0.374
2. Staff development	0.12 – 0.86
Organize in-service courses or any other opportunities for growth of the teacher	0.355
2. communication	0.19-0.88
Consult teachers when making school decisions	0.827**
Communicate effectively to the staff, pupils and parents	0.841**
Hold staff meetings to discuss matters affecting the performance of the pupils	0.391**
Ensure constant touch with teachers and pupils	0.468**
Provide feedback to teachers concerning their performance	0.570**
Provide feedback to pupils concerning performance	0.467**
4. Resource Allocation	0.21 – 0.76
Ensure that the library is stocked with relevant materials and up to date books	0.789**
5. Motivation	0.8 – 0.87
Encourage teachers to do remedial teaching for low achieving pupils	0.419**
Provide incentives to your teachers so as to enhance performance	0.799**
6. Leadership	0.25 – 0.91
Ensure that administration, staff and pupils work together as a team	0.728**
Decisions are highly centralized	-0.053
Delegate duties to deputies	0.215
Delegate duties to senior teachers	0.066
Delegate duties to head of departments	0.084
Delegate duties to class teachers	0.194
Delegate duties to other teachers and class teachers	0.429**
All teachers are fully involved and well utilized in the administration of the school	0.698**
Encourage teachers to keep pupil's progress record	0.208
Encourage effective use of academic learning time	0.653

Management practices	n
1. Supervision	
Administrator feels responsible for ensuring that education excellence is achieved	0.872**
Administrator periodically checks pupils exercise books, practical work, assignment quizzes and tests to ensure regular marking	0.296
2. Staff development	
Administrators are interested in success of the staff	0.859**
Your job gives you the opportunity for personal development	0.122
The school administration shows interest in the teachers social life	0.120
3. Communication	
Administrators staff and pupils work together as a team	0.880**
The Head Teacher involve the staff in decision making on planning for institutional programmes	0.850**
The Head Teacher involve the staff in making a decision on pupil discipline	0.198
The Head Teacher involve the staff in making decision for acquisition of resources	0.850**
The principle involve the staff in making decision on community-relations	0.198
Opportunity to communicate to pupils on matters affecting pupils performance	0.872
4. Resource allocation	
Opportunity to utilize all the facilities provided in the school	0.210
School provides adequate facilities provided in the school	0.756**
5. Motivation	
Principle provides a friendly atmosphere the teachers	0.872**
School gives incentives to motivate teachers	0.870
6. Leadership	
Decisions are highly centralized	0.122
The principles sets high performance goals	0.911**
Head Teacher has a lot of influence on what is going on in the school	0.876**
Teachers have influence on what is going on in the school	0.317
Subordinate staff have influence on what is going on in the school	0.360
Pupils have influence of what is going on in the school	0.036
Head Teachers style of management is autocratic	0.030
Head Teachers style of management is laissez faire style	0.068
Head Teachers style of management is democratic	0.901**
Head Teachers style of management is transactional	-0.251
Head Teachers style of management is contingency	0.081

However head teachers agreed that time management was practiced to very large extent in all categories of schools.

Relationships Between School Management Practices and Performance of Pupils in KCPE

This section presents the results of the correlation analysis of the relationship between school management practices and performance of pupils in the KCPE examination of 2009, 2010 and 2011.. Pearson's product moment correlation statistic was used to test for the significant of the relationship. The correlation was based on the mean scores of the performances of schools for three years and the mean scores of the Head Teachers' responses on the schools' management practices (Table 8) and teachers 'perception of school administrations' management practices (Table 9)

	R	P	n
Head Teachers	0.775	0.000	40
Teachers (subject panel heads)	0.677	0.012	200

The data indicate the correlation was significant for the following management practices and school performance:

- a) Communicate with the staff, pupils and parents ($r=0.841$)
- b) Consult with teachers when making school decisions ($r=0.827$)
- c) Provision of incentives to teachers so as to enhance performance ($r=0.799$)
- d) Ensuring that the library is stocked with relevant materials and up to date text books ($r=0.789$)
- e) Ensuring that administration, staff and pupils work together as a team ($r=0.728$)
- f) Ensuring that teachers are fully involved and well utilized in the administration of the school ($r=0.698$)
- g) Encouraging effective use of academic learning time ($r=0.651$)
- h) As shown in Table 4.22, the correlation between teachers' perception of school administrators management practices was significant for the following management practices:
 - i) Administration feeling responsible for ensuring that education excellence is achieved (0.872)
 - j) Administrators are interested in the success of the staff (0.859)
 - k) Administrators staff and pupils working together as a team (0.880)
 - l) The principle involving the staff in making decision on planning for institutional programmes (0.850)
 - m) The Head Teacher involving the staff in making decision on acquisition of resources (0.8720)
 - n) Communicating to administration on the matters affecting pupils performance (0.756)
 - o) Communicating to pupils on matters affecting pupils performance (0.872)
 - p) Communicating to fellow teachers on matters affecting pupils performance (0.870)
 - q) Providing adequate facilities to promote effective learning (0.911)
 - r) Providing a friendly work atmosphere for the teachers (0.876)
 - s) Use of leadership style by the principle (0.901)

A computation involving the overall management practices mean scores from the various questions was used to derive a general correlation matrix between school management practices and performance of pupils in the Kenya certificate of Primary education. The results are presented in the correlation coefficient ($r = 0.775$ and 0.677), show that performance is positively correlated with management practices. These correlations are

significant at 0.05 (95% confidence level) this means that the better a school is managed the better the performance.

Summary of Findings

• Resource Allocation

The provision of resources has benefitted large schools more than medium or small schools. This has a positive implication on the performance in the examination. Resource allocation may be hindered by availability of funds. Since head teachers mainly rely on funds provided by the Government under Free Primary Education scheme often these funds are inadequate to meet the demanding needs. This means that such head teachers may have little or no funds for acquiring the necessary resources to a satisfactory level.

• Motivation

Motivational incentives and practices were applied only to some extent; this was especially in regard to giving the teachers incentives. The teachers perceived motivation to affect performance only to some extent but head teachers agreed that motivation affected performance to large and very large extent. Although motivation is not necessarily materialistic, majority of school head believe in rewarding teachers through gifts. Therefore, in the absence of monetary funds, they are unable to reward teachers who are excelling in their work.

• Leadership

Teachers perceived that leadership attributes were practiced only to some extent except where the influence of head teachers was dominant. According to school category teachers perceived the practice of leadership attributes only to some extent in small schools but to large and very large extent in medium and large schools except for time management which was practiced to a very large extent in all categories of schools.

Conclusions

This study was designed to determine the relationship between school management practices and performance of pupils in the Kenya Certificate of Primary Education in Kakamega Central District. There was proof that there were differences in KCPE performance between large and small or medium schools. The findings showed that head teachers from large schools applied better management practices than their counterparts in medium or small schools. In large schools teachers were often appraised, pupils' work was inspected, teachers work records were certified and observation of classroom teaching was often undertaken. It was established that large schools on the average performed better in the KCPE than the medium or small schools. There was a strong positive and significant correlation between management practices and performance in KCPE. Performance was found to improve over time but the level of improvement in the large schools was better than that in small and medium schools.

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