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Influence of Head Teachers' Leadership Practices on Pupils' Learning Outcomes in Public Primary Schools in Narok North Sub County, Kenya

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Keywords:

Instructional
Leadership Practices,
Learning Outcomes,
Motivational,
Supervision,
Head Teacher.

This study sought to investigate the influence of head teachers' instructional leadership practices on pupils' learning outcomes/expectations in public primary schools in Narok North Sub-County, Kenya. This was specifically addressed by seeking to establish the influence of instructional supervision and motivational strategies on pupils' learning outcomes/expectations in public primary schools in Narok North Sub-County, Kenya. The study employed the descriptive survey design. The target population constituted 54 public primary schools in Narok North Sub-County presented by 54 headteachers and 100 grade 5 teachers. Random sampling design was used to sample 129 respondents (45 head teachers and 84 teachers) from the target population. The descriptive analysis was used to establish the perceived level of head teachers' instructional supervision, motivational strategies and pupils' learning outcomes. Multiple Linear regression analysis was used to establish the influence of head teachers' instructional supervision, motivational strategies and resource provision on the pupils' academic performance and if the influences explained was statistically significant. Multiple Linear regression analysis was used to establish the influence of head teachers' instructional supervision and motivational strategies on the pupils' academic performance and if the influences explained was statistically significant. The study revealed that headteachers' instructional leadership practices consisted of classroom visitation, delegation of teaching duties, evaluation of records of work, holding conferences with teachers, lesson preparations and evaluation of pupils' exercise books which considerably improved the learning outcomes of grade 5 Pupils in all the five subjects. Finally, the study recommended that Re-engineering workshops by the Ministry of Education should emphasize on curriculum instructional supervision leadership practices and learners' motivational strategies with a view to improving the quality of Grade 5 Pupils' learning outcomes in all the five subjects' areas.

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INTRODUCTION

Based on the KCPE performance in 2020 more than 74.51% of the students who sat for the KCPE examination scored less than 300 marks, in 2021, 72.41% scored less than 300 marks and in 2022, 74.3%, interestingly also scored less than 300 marks (KNEC, 2022). This points out that there is a problem concerning the school management of primary school which is directly linked to poor performance. Ndirangu (2015), based on a study conducted in Murang'a County; Kenya observed that the head teachers' instructional supervision greatly improves the pupil's academic performance with specific reference to Mathiyo Sub-County.

Besides that, when the headteachers motivate their teachers through tours, provision of awards to the teachers whose subjects performed excellently and recommendations for the best teachers to be promoted considerably improve the academic performance of primary school students (Ndirangu, 2015). Staff monitoring by head teachers in Kenya through classroom visitations to confirm if the teachers are in class teaching students has played an important role in improving the schools' mean scores (Mwatsuma et al., 2012). (Kimario, 2019). observed that in Kenya the pupils' performance is affected by the inability of head teachers to perform their roles effectively.

The author, for example, explains that the current education system is unaccountable due to the fact that teachers are answerable to their employers which is Teachers Service Commission (TSC) and not to head teachers (Kigotho, 2011). In such cases the head teachers cannot effectively supervise the curriculum implementation since teachers are aware that absenteeism has no consequences (Kigotho, 2011; TSC, 2011). The head teachers' supervisory

roles lead to effective implementation of the curriculum in order to ensure high pupils' achievement in the internal and external examinations (Ndirangu, 2015). Besides that, classroom visitation may also help head teachers discover individual teacher potentialities that need to be tapped and developed to enhance learning (Sergiovanni, 2009). Motivation of staff in Kenya can increase productivity, performance, and loyalty to the institution as staff will feel valued for their work (Kenya Education Staff Institute (KESI), 2011). For the staff motivation to work there needs to be a combination of financial and non-financial incentives to work efficiently (KESI, 2011). According to the Ministry of Education (MOE, 2020), the major impediments to quality education and better pupils' learning outcomes include among other factors, an examination-oriented education system, exam cheating and drilling. Head teachers are mandated with two main roles in their schools, managerial and instructional roles.

Based on the studies (Ndirangu, 2015; Wosyanju, 2013; Kigotho, 2011; Mwatsuma et al., 2012) reviewed there is limited research carried to the influence of head teachers' instructional leadership practices on pupils' learning outcomes/expectations in public primary schools in Narok North Sub-County, Kenya. Therefore, the general objective of this study was to investigate influence of head teachers' instructional leadership practices on pupils' learning outcomes/expectations in public primary schools in Narok North Sub-County, Kenya.

This was intended to be addressed by two specific objectives, the first one was to examine the influence of head teachers' instructional leadership practices on pupils' learning outcomes/expectations in public primary schools in Narok North Sub-County, Kenya.

The second specific objective was to establish the influence of motivational strategies on pupils' learning outcomes in public primary schools in Narok North sub-county, Kenya.

LITERATURE REVIEW

Empirical Review

There have been some scholarly works conducted by Daresh and Playko (2022), Griffins (2018), Musungu and Nasongo (2018) together with Gitau (2016) that attempted to establish how the head teachers' instructional supervision practices can affect the pupils' learning outcomes. Daresh and Playko (2022) sought to determine how headteachers practices impacts the curriculum implementation in schools imposed on through supervision in the areas of checking the records. A positive impact was realized in learning outcomes of pupils. Griffins (2018) carried out a study on school mastery, straight talk about boarding school in Kenya. He noted that administration has direct bearing of the learners. He concluded that many schools are brought down by poor management. Musungu and Nasongo (2018), carried out a study in Vihiga district in western Kenya investigating the instructional roles of the head teacher in the academic achievement of learners. They found out that 8% of the principals in high performing schools checked lesson books, schemes of work, and registers of class and school attendance. Mulenga and Kabombwe (2019) says that effective principals are perceived as those who are involved in proper tuition and revision. Through supervision of teachers and pupils' work, proper testing policies, syllabus coverage, teacher induction, in-service courses and team building enhance performance.

Gitau (2016) sought to investigate the influence of headteachers' instructional supervision on pupils' learning outcomes in public primary schools in Thika West Sub-county. The study employed a descriptive survey design to target 329 teachers and 27 headteachers from 27 public primary schools in Thika West Sub-County. Simple random sampling method was used to select 15 schools. All headteachers from selected schools were involved in the study. Simple random sampling method was

used to select four teachers from each school to come up with a total of 60 teachers. This study employed questionnaires as data collection instruments. The study findings indicated that headteachers' engagement in conferences with teachers positively influences pupils' learning outcomes. The study findings also indicated that headteachers' evaluation of teachers' lesson plans affects pupils' learning outcomes.

There have been some scholarly works conducted by Barasa (2015), Ochuka (2019) together with Nassary et al. (2023) that attempted to establish how the head teachers' motivational strategies can affect the pupils' learning outcomes. Barasa (2015) sought to investigate the influence of teacher motivation strategies on the students' learning outcomes in day secondary schools of Trans -Nzoia west district, Trans Nzoia County, Kenya. The study delimited itself to Trans Nzoia west district and the day secondary schools only which were 20 in number. Structured questionnaires were administered to the teachers and head teachers of the day secondary schools in trans-Nzoia west district. The quantitative data that was collected was analyzed by use of frequencies and percentages. The findings of the study were that most teachers lacked motivation in their work and this accounted for the low performance in these schools.

Ochuka (2019) sought to establish how head teachers' motivational practices influence the teachers' performance in public primary schools in Kisumu West Sub County, Kenya. Motivational practices comprised of staff recognition through certificate and verbal appreciations, gift offerings, recommendations for promotions, positive recognition and recommendations to attend seminars and workshops. Descriptive survey design was used. Semi-structured questionnaires and interview guides were employed to collect primary data from 114 randomly sampled teachers. The quantitative data obtained through questionnaires was analyzed by the SPSS software. The findings observed that the motivational practices spear headed by the head teachers considerably boosts the teacher performance at the public primary schools in Kisumu West Sub County, Kenya.

Nassary et al. (2023) sought to establish how heads of schools' (HoS) motivational strategies improve the students' learning outcomes in public secondary schools in Korogwe Town Council. The research findings revealed that HoS motivational strategies were inadequate and, therefore, affected students' learning outcomes. The study concluded that heads of public secondary schools should insist on intrinsic motivational strategies as they cost less than extrinsic motivational strategies.

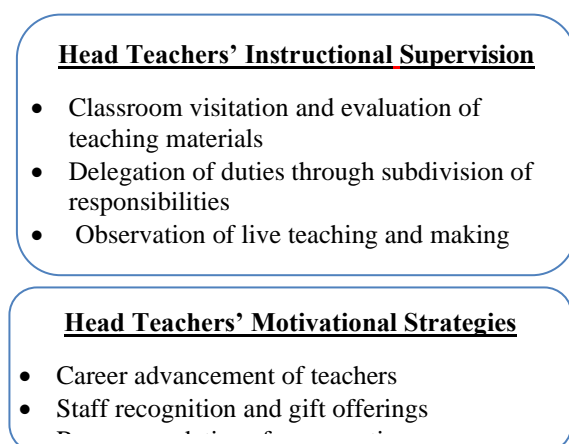
Research Gaps

There had been various studies on the head teachers' instructional leadership practices and its relevance to the learning outcomes in schools. Existing literature

Conceptual Model

Figure 1: The Conceptual Framework showing the influence of Headteachers' Instructional Supervision and Motivational Strategies (Independent Variables) on Pupils' Learning Outcomes (Dependent Variable) in Public Primary Schools in Narok North Sub-County, Kenya

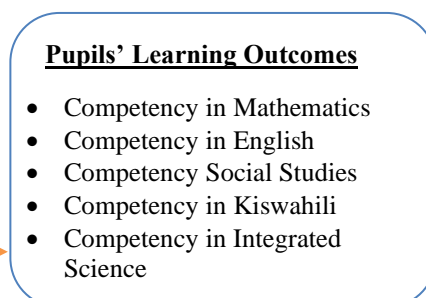
Independent Variables



Intervening Variables

- Parental Involvement
- Government Policies

Dependent Variable



RESEARCH METHODOLOGY

This study applied the causal research design as the most appropriate methodology to address its research objectives. It involves studies that seek to determine how one or more variables affect the dependent variable (Apuke, 2017). The target population constituted 54 public primary schools in Narok North Sub-County presented by 54 headteachers and 100 grade 5 teachers. Simple

has demonstrated that the headteachers' leadership practices in general have a significant impact on how learners perform in the summative examinations. Despite the proof of the relevance of good leadership practices by the heads of schools, there have been challenges in what role exactly the school head teacher has to play and its influence on the learning outcome of school going learners. Such challenges include supervision of members of staff on curriculum implementation matters and head teachers' motivational strategies. There was need for research in these areas to show that inefficiencies in these areas can influence the learning outcomes negatively

random sampling, a probability technique, was used to sample the aforementioned participants for the study. The study settled for simple random sampling because according to Kothari (2004) it gives each component of the population an equal chance of being picked up for the sample and all choices are independent from each other. Since the finite population of the study was known and accessible, the study used Krejcie and Morgan (1970) to estimate the sample size of the study.

Hence the total sample size was 129 respondents. This comprised of 45 head teachers and 84 teachers.

The study used structured questionnaires as a research instrument to collect primary data from the targeted principals and teachers. The research quality was determined by the validity and reliability of the research instrument. The pilot test was carried out on a sample of 14 respondents (2 head teachers and 12 teachers) who represented 10% of the aggregate sample size. This figure was deemed appropriate since Connelly (2008) posited that 10% of the total sample size is enough and reliable for pilot tests.

The content validity of the questionnaire was evaluated by incorporating the expert recommendations of the respondents that were used to ensure that the question items were sufficient and that they appropriately represented the variables/constructs they intended to measure before administering the final questionnaire. The reliability of the questionnaire was tested by confirming if the respondents would consistently give the same responses based on the multiple Likert scale questions when the questionnaire is administered at different points in time (Otieno, 2018). The Cronbach's alpha model in the SPSS software was used check the level of the reliability of the questionnaire. The criteria used was that the results had to post a value that is greater than 0.7, in order for the reliability of the questionnaire to be interpreted as good (Bolarinwa, 2015).

The Cronbach's alpha analysis was carried out in the SPSS software immediately after the researcher collected data and entered it into the Excel sheet in numerical form. The findings observed that the Cronbach's alpha values of the head teachers' instructional supervision, head teachers' motivational strategies and the pupils' learning outcomes were 0.959, 0.936 and 0.937 respectively. These values were beyond the benchmark figure of 0.7. This meant that the reliability of the questionnaire was satisfactory.

To establish the perceived level of head teachers' instructional supervision, head teachers' motivational strategies and pupils' learning outcomes descriptive analysis comprising of mean scores and standard deviation were used. Multiple Linear regression analysis was used to establish the

influence of head teachers' instructional supervision and motivational strategies on the pupils' learning outcomes and if the influences explained was statistically significant. The findings were presented in tables. The study conceived and proposed the following regression equation;

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Whereby

α = the level of the pupils' learning outcomes in public primary schools in Narok County, Kenya when the 2 head teachers' roles are absent.

X_1, X_2 , = independent variables representing headteachers' instructional supervision and motivational strategies

β_1, β_2 = the regression coefficients of headteachers' instructional supervision and headteachers' motivational strategies

Y = pupils' learning outcomes/expectations

ε = error term

RESULTS AND DISCUSSION

The researcher and her two assistants managed to convince and luckily obtain data from 117 respondents, given the fact of how people lack interest in participating in research studies. This represented a response rate of 90.7% which was more than enough for inferences to be made from the data obtained as recommended by Fincham (2008). Far from that, the study suffered a non-response rate of 9.3% comprising of 12 respondents, not because they refused or missed to partake in the study, but the researcher deliberately left them out to avoid any form of bias from arising since they had already participated in the pilot study. Because the study achieved an adequate response rate for inferences to be made from it, it then proceeded to present and discuss in detail the research findings in line with its specific objectives.

Demographic Results

Starting with gender, the results noted that 54.7% (F/Frequency = 64) of the entire responses came from males while 45.3% (F = 53) came from female. This showed that there is no serious gender disparity at the public primary schools in Narok North Sub-County, Kenya. Thus, it can be concluded that most public primary schools in

Narok North Sub-County, Kenya promotes gender equality by incorporating a sizeable number of women in the education sector. Furthermore, it was noted that 27.4% of the total responses came from the head teachers meaning that 32 of them had been studied. This also meant that the study had been able to cover 32 public primary schools in Narok North Sub-County, Kenya. In addition to that, the research findings also noted that 72.6% ($F = 85$) of the total responses came from the teachers. With reference to the education qualification of the teaching professionals at the given public primary schools it was noted that 52.1% ($F = 61$) had a bachelor degree, 13.7% ($F = 16$) had a higher diploma while 10.3% ($F = 12$) had a PhD degree. It must be acknowledged that 34.2% ($F = 40$) of the total teaching professionals at the given public primary schools had 15-20 years of teaching experience. This was followed by 20.5% ($F = 24$) who had 20-25 years of teaching experience and 14.5% ($F = 17$) who had 25-30 years of teaching experience.

Descriptive Results of Headteachers' Instructional Supervision

The descriptive results of the headteachers' instructional supervision at the public primary schools in Narok North Sub-County, Kenya are presented in *Table 1* in the next page. It was observed that the head teachers delegate their duties through subdivision of responsibilities (Mean = 4.291; Standard Deviation/SD = 0.831). Moreover, the descriptive findings also observed that the head

teachers frequently hold conferences with teachers (Mean = 4.256; SD = 0.811). The findings agreed with Gitau (2016) who observed that headteachers hold conferences with the teachers in order to keep in tab with their work performance in class and provide remedial measures where there are deviations based on the public primary schools in Thika West Sub-County, Kenya.

The findings also observed that most headteachers at the public primary schools in Narok North Sub-County, Kenya conducts observations of live teaching and makes comments on areas for improvement to the teachers after the lessons (Mean = 4.256; SD = 0.811). Physical observation of lessons being carried by teachers is the only way a head teacher can gain an insight into the quality of teaching and learning in the school (Kitavi, 2017). Far from that, the descriptive results observed that the head teachers usually evaluate the pupils' exercise books and the teachers' records of works. This was supported by mean values of 4.214 and 4.214 respectively together with standard deviation values of 0.808 and 0.808 respectively. The findings also noted that the headteachers at the public primary schools in Narok North Sub-County, Kenya always evaluates the teachers' lesson preparation documents on a consistent basis and make frequent classroom visitation. The results were supported by mean values of 4.197 and 4.197 respectively together with standard deviation values of 0.803 and 0.803.

Table 1: Descriptive Results of Headteachers' Instructional Supervision

No.	Statement	Mean	Standard Deviation
1.	Delegation of duties through subdivision of responsibilities.	4.291	0.831
2.	The head teachers frequently hold conferences with teachers.	4.256	0.811
3.	Observation of live teaching and making comments.	4.256	0.811
4.	The head teachers usually evaluate of pupils' exercise books.	4.214	0.808
5.	Head teachers evaluate the records of work.	4.214	0.808
6.	The head teachers evaluate the teachers' lesson preparation documents on a consistent basis.	4.197	0.853
7.	Head teachers usually make frequent classroom visitation.	4.197	0.853
8.	The head teachers usually make a follow up on teachers who leave their class unattended through phone calls and text messages.	4.100	0.806
9.	The head teachers monitor the school attendance and punctuality of the teachers in to the school through record attendance and CCTV cameras.	4.098	0.844
10.	The head teachers closely monitor the allocation of learning materials among the teachers and the learners.	4.006	0.777
Overall Score		4.183	0.820

The findings also observed that head teachers in Narok North Sub-County usually makes a follow up on teachers who leave their class unattended through phone calls and text messages (Mean = 4.100; SD = 0.806). The findings also observed that the head teachers monitor the school attendance and punctuality of the teachers in to the school through record attendance and CCTV cameras (Mean = 4.098; SD = 0.844). The findings also noted that the head teachers closely monitor the allocation of learning materials among the teachers and the learners (Mean = 4.006; SD = 0.777).

Descriptive Results of Headteachers' Motivational Strategies

The descriptive results indicating the present state of affairs of the headteachers' motivational strategies at the public primary schools in Narok North Sub-County, Kenya are presented in *Table 2*. The findings observed that head teachers usually support career advancement for good performance/ learning outcomes (Mean = 4.282; SD = 0.860). Career development through financing training workshops for best performing teachers motivates them to be more committed and enables them to come up with creative strategies that improves content mastery and enhances learning outcomes (UNESCO, 2018).

Besides that, the descriptive results noted that committed teachers are usually recommended for being role models or coaches to the students (Mean = 4.214; SD = 0.860). The descriptive results also observed that teachers always receive recognition through certificates or letters of commendation for job well done with regard to improved student performance (Mean = 4.111; SD = 0.839). The findings concurred with Ochuka (2019) who noted that motivating teachers through awarding certificates makes them to perform better and improve the students' learning outcomes besides increasing punctuality and reducing absenteeism. The descriptive results also noted that hard working teachers are usually recommended to attend seminars and workshops for leadership or mentorship roles (Mean = 4.103; SD = 0.875). The findings also observed that head teachers usually offer gifts to best performing teachers and students at the public primary schools in Narok North Sub-County, Kenya (Mean = 4.051; SD = 0.936). Barasa (2015) observed that failure to implement teacher motivational strategies such as offering gifts to hardworking and passionate teachers would discourage them to make the students to perform better thus recording low performance.

Table 3: Descriptive Results of Headteachers' Motivational Strategies

No.	Statement	Mean	Standard. Deviation
1.	Head teachers usually support career advancement for good performance/ learning outcomes.	4.282	0.860
2.	Committed teachers are usually recommended for being role models or coaches to the students.	4.214	0.860
3.	Teachers always receives recognition through certificates or letters of commendation for job well done with regard to improved student performance.	4.111	0.839
4.	Hard working teachers are usually recommended to attend seminars and workshops for leadership or mentor-ship roles.	4.103	0.875
5.	Head teachers usually offer gifts to best performing teachers and students.	4.051	0.936
6.	Headteachers provide teachers school trips to good places in Kenya for the good job that they are doing to the students.	4.040	0.893
7.	Trophies are usually provided to best performing students and to teachers who exudes excellent performance.	4.031	0.992
8.	Monetary gifts and learning materials are usually given to best performing and most improved students.	4.020	0.789
9.	Slow learners who record a slight performance are usually recognized and applauded by the headteachers at the school assembly.	4.001	0.801
Overall Score		4.095	0.872

The findings also noted that the headteachers provide teachers school trips to good places in Kenya for the good job that they are doing to the students (Mean = 4.040; SD = 0.893). It was also observed that trophies are usually provided to best performing students and to teachers who exudes excellent performance in most schools located in Narok North Sub-County, Kenya (Mean = 4.031; SD = 0.992). It also noted that monetary gifts and learning materials are usually given to best performing and most improved students in Narok North Sub-County, Kenya (Mean = 4.020; SD = 0.789). It was also noted that slow learners who records a slight performance are usually recognized and applauded by the headteachers at the school assembly (Mean = 4.001; SD = 0.801). Eshiwani (1990) noted that one of the factors that caused poor KCPE performance was lack of demotivated learners especially constantly criticizing the slow learners. The results from the unstructured questions observed that 71% of the respondents posited that the head teachers' motivational strategies actually

boost pupils' learning outcomes in terms of content retention and increased literacy and creativity.

Besides that, the specific motivational strategies that the headteachers use to improve the learning outcomes includes giving gifts to the most performing teachers, appreciating the little efforts manifested by the slow learners and providing learning materials to the most improved students. Finally, the other motivational strategies used by the headteachers to improve the learning outcomes at the moment based on 65% of the responses, are providing free tuition home programmes to underperforming students and gifting students with ICT materials to help them in their research activities.

Descriptive Results of the Pupils' Learning Outcomes

The descriptive results indicating grade 5 pupils' learning outcomes/expectations at the public primary schools in Narok North Sub-County, Kenya are presented in *Table 3* in the next page.

Table 3: Descriptive Results of Pupils' Learning Outcomes

No.	Learning Outcomes of the Subjects	Mean	Standard. Deviation
1.	Competency in Mathematics.	4.436	0.824
2.	Competency in Integrated Science.	4.325	0.752
3.	Competency in Social Studies.	4.316	0.877
4.	Competency in English.	4.308	0.895
5.	Competency in Kiswahili.	4.231	0.932
Overall Score		4.323	0.856

The findings observed that the level of competency in Mathematics of most public primary schools in Narok North Sub-County, Kenya ranged between 61-80% (Mean = 4.436; Standard Deviation = 0.824). The findings also observed that the level of competency in Integrated Science and Social Studies also ranged between 61-80%. This was supported by mean values of 4.325 and 4.316 respectively and standard deviation figures of 0.752 and 0.877 respectively. This shows how the head teachers' instructional practices have been vital in promoting the effective implementation of CBC that advocates for skill development rather than content retention (MOE, 2005). This could be the reason why there is improved learning outcomes of the pupils at Narok North Sub-County, Kenya considering the fact that the old system that was anchored on knowledge acquisition led to poor performance with at least

74.3% of the candidates all over Kenya scoring less than 300 marks and in 2022 (KNEC, 2022). Finally, the findings observed that the level of competency in English and Kiswahili was also commendable since they ranged between 61-80%. These findings were supported by mean values of 4.308 and 4.231 respectively together with standard deviation values of 0.895 and 0.932 respectively. Besides that, 72.6% of the respondents strongly agreed that the students' level of concentration in Narok North Sub-County, Kenya has tremendously increased as a result of the head teachers' instructional leadership practices. Additionally, 58.9% of the respondents agreed that the students' rate of absenteeism in Narok North Sub-County, Kenya has decreased due to the headteachers' instructional leadership practices.

Moreover, 62.1% of the respondents strongly agreed that students in Narok North Sub-County, Kenya have been highly committed and passionate to educational matters due to the headteachers' instructional leadership practices. Besides that, 67.8% of the respondents agreed that students in Narok North Sub-County have been highly active in doing personal research, group discussions and asking questions in areas that they are lacking understanding due to the headteachers' instructional leadership practices. Finally, 70% of the respondents strongly agreed that the level of content mastery has tremendously increased among the students in Narok North Sub-County, Kenya.

Regression Analysis Results

Table 4: The Model Summary Results

Model Summary				
Model	R	R Square	Adjusted R Square	Standard. Error of the Estimate
1	0.809 ^a	0.655	0.646	0.42320

a. Predictors: (Constant), Motivational Strategies, Instructional Supervision

The R-Square of the model was 0.655 and this meant that 65.5% change in the pupils' learning outcomes at the public primary schools in Narok North Sub-County, Kenya was explained by all the 2 headteachers' instructional practices. The next regression output was the Analysis of Variance which has been presented in *Table 5* below.

Multiple Linear regression analysis was used to establish the influence of head teachers' instructional supervision, motivational strategies and resource provision on the pupils' learning outcomes and if the influences explained was statistically significant. The findings have been actually presented in *Table 4*, *Table 5* and *Table 6* respectively. The first table of the regression output being *Table 4* presented the model summary results. The R-Value of the regression model was 0.809^a. This meant that 80.9% of the entire dataset that was collected from the field were statistically explained by the model. This showed how powerful and reliable the regression model was.

The findings based on the model indicated that the 65.5% change in the pupils' learning outcomes at the public primary schools in Narok North Sub-County, Kenya was significantly explained by the 2 headteachers' instructional practices. This was justified by a *p*-value 0.000^b which was less than the benchmark figure of 0.05.

Table 5: The Analysis of Variance Results

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.390	2	19.195	107.837	0.000 ^b
	Residual	20.238	114	0.178		
	Total	58.628	116			

a. Dependent Variable: Pupils Learning Outcomes

b. Predictors: (Constant), Headteachers Motivational Strategies, Headteachers Instructional Supervision

Finally, *Table 6* below presented the regression coefficients' results focusing only on how the headteachers' instructional supervision and motivational strategies individually influenced the pupils' learning outcomes.

X_1 is the headteachers' instructional supervision

X_2 is the headteachers' motivational strategies

The researcher was able to develop the following regression model;

$$Y = 0.635 + 0.425X_1 + 0.257X_2$$

Whereby;

Y is the pupils' learning outcomes

Table 6: Research Findings of the Regression Coefficients

			Coefficients		t	Sig.
Model			Unstandardized Coefficients	Standardized Coefficients		
			B	Standard Error	Beta	
2	(Constant)		0.635	0.284		2.237 0.027
	Headteachers' Instructional Supervision		0.425	0.083	0.424	5.123 0.000
	Headteachers' Motivational Strategies		0.257	0.083	0.251	3.080 0.003

a. Dependent Variable: Pupils' Learning Outcomes

Head Teachers' Instructional Supervision on Pupils' Learning Outcomes

The first specific objective of the study was to examine the influence of head teachers' instructional supervision on the pupils' learning outcomes in public primary schools in Narok North Sub-County, Kenya. The regression results observed that the head teachers' instructional supervision considerably improves the pupils' learning outcomes ($B = 0.425$; $p\text{-value} = 0.000 < 0.05$). This meant that the head teachers' instructional supervision consisting of classroom visitation, delegation of duties, observation of live teaching, evaluation of records of work, holding conferences with teachers, evaluation of teachers' lesson preparation and evaluation of pupils' exercise books will considerably improve the learning outcomes of grade 5 pupils in all the five subjects. The findings of the study concurred with Musungu and Nasongo (2018), who found out that 8% of the principals in high performing schools checked lesson books, schemes of work and registers of class and school attendance in Vihiga County, Kenya. The findings of the study also agreed with the research outcomes of Gitau (2016) who observed that the headteachers' engagement in conferences with teachers and consistent evaluation of the teachers' lesson plans positively influences pupils' learning outcomes.

The findings also agreed with Theodomir and Claire (2022) who noted that checking teaching methods, checking the availability and use of pedagogical documents, and providing pedagogical guidance can improve teachers' classroom performance in Rwanda. Fischer (2019) noted that a good

conference as a form of a head teachers' instructional supervision should be able to incorporate teachers' suggestions as this builds the teacher's confidence in their work. He or she should recognize and provide alternative approaches and application of a variety of skill as this will strengthen the teacher's pedagogical skills (Okumbe, 2017).

Head Teachers' Motivational Strategies on the Pupils' Learning Outcomes

The second specific objective was to establish the influence of head teachers' motivational strategies on the pupils' learning outcomes in public primary schools in Narok North Sub-County, Kenya. The regression results observed that the head teachers' motivational strategies considerably lead to the improvement of the pupils' learning outcomes by 0.257 units ($B = 0.257$; $p\text{-value} = 0.003 < 0.05$). The findings meant that the head teachers' motivational strategies comprising of career advancement of teachers, staff recognition, gift offerings, recommendations for promotions together with recommendations to attend seminars and workshops will considerably improve the learning outcomes of grade 5 pupils all the five subjects. The findings of the study agreed with Barasa (2015) who noted when teachers lack motivation such as recognition, training and development, incentives and career advancement in their work then there is a risk of students to post low learning outcomes in the given schools. The findings also concurred with Ochuka (2019) who observed that motivational practices spear headed by the head teachers consisting of provision of certifications, verbal appreciations, gift offerings and recommendations for promotions

considerably boosts the teacher performance at the public primary schools in Kisumu West Sub County, Kenya. The findings also agreed with Lawrence and Hanitha (2017) who observed that there was a significant positive relationship between teacher's motivational strategy and the learning outcomes of higher secondary students at Kancheepuram Educational District. Motivation of staff in Kenya can increase productivity, performance, and loyalty to the institution as staff will feel valued for their work (Kenya Education Staff Institute (KESI), 2011). For the staff motivation to work there needs to be a combination of financial and non-financial incentives to work efficiently (KESI, 2011).

CONCLUSIONS

In line with the first specific objective, the study concludes that the head teachers' instructional supervision consisting of classroom visitation, delegation of duties, observation of live teaching, evaluation of records of work, holding conferences with teachers, evaluation of teachers' lesson preparation and evaluation of pupils' exercise books considerably improved the learning outcomes of grade 5 pupils all the five subjects. Besides that, in line with the same objective, the study concludes that a good conference as a form of a head teachers' instructional supervision should be able to incorporate teachers' suggestions as this builds the teacher's confidence in their work. He or she should recognize and provide alternative approaches and application of a variety of skill as this will strengthen the teacher's pedagogical skills.

In line with the second specific objective, the study concludes that the head teachers' motivational strategies comprising of career advancement of teachers, staff recognition, gift offerings, recommendations for promotions together with recommendations to attend seminars and workshops considerably improved the learning outcomes of grade 5 pupils in all the five subjects. Motivation of staff increases productivity, performance, and loyalty to the institution as staff feel valued for them. For the staff motivation to work there needs to be a combination of financial and non-financial incentives to work efficiently.

Recommendations

Policymakers

The findings of the study recommend for the Ministry of Education based on the first specific objective, to formulate policies that will encourage the headteachers when supervising the teachers through holding conferences to incorporate teachers' suggestions as this builds the teacher's confidence in their work.

The Ministry of Education based on the second specific objective of the study should formulate motivational policies that will encourage the headmasters to offer career advancement of teachers, staff recognition and gift offerings every term when a specific class grade performs better since at the end of the day the learning outcomes of students will consistently improve.

Headteachers

In line with the first specific objective, the study recommends for the primary school headteachers to consistently do classroom visitation, observe live teaching, evaluate the records of work and hold conferences with teachers since this will keep the teachers committed to the students and work hard to realize improved learning outcomes.

In addition, the headteachers can improve the pupil's learning outcomes in Narok North Sub-County, Kenya through periodic audits of the lesson plans, records of works, holding meetings with teachers to discuss areas of improvement based on the internal exams done and then monitoring the progress afterwards.

In line with the second specific objective, the study recommends for the headteachers to always motivate their teachers through career advancement of teachers, staff recognition, gift offerings, recommendations for promotions together with recommendations to attend seminars and workshops since it will make the teacher feel highly appreciated and work hard to realize positive learning outcomes. Besides that, headteachers should be encouraged to apply reinforcement techniques of recognition, promotions and continuous encouragement to

enhance efficiency in schools' leadership and learning outcomes.

Parents

In line with the first specific objective, the study recommends for the parents to assist the headteachers by examining the pupils' exercise books at home to establish if the pupils are committed to their school work and if the teachers are performing their teaching obligations. Besides that, schools should create awareness in parents about their responsibility in supporting their children in doing homework. Besides that, in line with second specific objective, the study recommends for the parents to motivate their children by providing gifts to them especially if they have recorded excellent performance in a given subject.

Research Limitations

The study was limited to the context of the public primary schools at Narok North Sub-County, Kenya. Therefore, future researchers can use this study to extend their studies to other Sub-sectors in Kenya or even to conduct their studies in the context of secondary schools or TVET institutions. Moreover, this study solely relied on questionnaires to address its objectives; future studies can consider qualitative approaches such as interviews and focus group discussions to provide more in-depth research outcomes.

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DATA AVAILABILITY STATEMENT

The data in this study are available from the corresponding authors on request.

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Conflicts of Interest

The authors declare no conflict of interest.

Author Contributions

All authors contributed to this manuscript by conceptualizing the methodology, drafting and revising the manuscript.

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Declaration of Conflicting Interests

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