

# Influence of the Head Teacher's Motivational Skills on Kenya Certificate of Primary Education in Nyamira South Sub-County

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**Abstract:-** This study investigated the influence of Head teachers' motivational skills on pupils' academic performance in selected public primary schools in Nyamira South Sub-County, Nyamira County. The target populations comprised of 95 Head teachers, 95 deputy Head teachers and 95 senior teachers. The research adopted descriptive survey design. Stratified random sampling was used to select the desired sample. The study adopted both questionnaires and interview schedules as instruments of data collection whose reliability was tested using test re-test technique. Data was analyzed using frequencies, percentages and descriptive analysis. Data was analyzed using summary tables for the purpose of data presentation and interpretation. The study found out that motivational skills are very essential in promoting pupils academic performance. Based on the findings, it was recommended that all public primary Head teachers should exercise maximally their motivational skills in order to raise pupils' academic performance. Ministry of Education should train all Head teachers on the skills researched. Department of Directorate of Quality Assurance and standards to regularly supervise and monitor school Head teachers not adhering to the implementation of the motivational skills. Further studies can be done on effects of school discipline on pupils' academic performance and the role of teachers, students and parents in improving public primary schools academic outcomes.

**Keywords:-** Head Teachers, Deputy Head Teachers, Motivational Skills, Academic Performance.

## I. INTRODUCTION

Educational reformers and researchers in Western Countries have discussed public school teachers' leadership skills (McGlothlin, 2005). These administrative skills are further seen as the key decision, facilitator, problem-solver and agent of change at the school site. Daresh and Male (2000) stated that in recent years, comparative and international education scholars in Australia, United States, China and Britain have initiated a series of research projects to examine and compare leadership skills of public primary school Head teachers. Kenya was ranked 17<sup>th</sup> out of 54 countries for efficiency in students' performance, staff

turnover, motivation and managerial competence (Word Bank Competitiveness Report, 2009).

Su, Adams and Mininberg (2000) in a survey that studied selected American and Chinese public primary school Head teachers as part of the collaborative training and research programmes in the international professional Development Academy (IPDA) at California State University, Northridge (CSUN). It was found that training of head teachers was essential and had been emphasized. They noted that all teachers require skills in order that their administration becomes effective. The more skilled the head teacher was the better the performance if they would be exercised towards the goals of education. Wango (2006) found that the National Standards for Public Primary Teachers in 2004 had recognized the key role that head teachers played in engaging in raising and maintaining levels of attainment in public primary schools in order to meet the needs of every child was crucial. Northouse (2007) posited that the way the head teacher applied leadership skills in the school directly affected the implementation of key processes within their work structure, which indirectly influenced the school climate and organization at hierarchy and ultimately affected students' performance.

The central focus of the skills approach was that it placed emphasis on the abilities and skills that could be learned and developed. Siringi (2012) noted that there had been criticisms concerning low student achievement in national examinations. This shows that there is need to equip all Head teachers with leadership skills which will spearhead pupils' better result in their examinations. Since Nyamira South Sub-County in Nyamira County had been performing below the average, this study found out the influence of Head teachers' leadership skills on pupils' academic performance at KCPE examinations. The KCPE results of Nyamira South Sub-county for the last five years were as shown in Table 1.

Year	M.S.S
2011	228.83
2012	222.57
2013	215.87
2014	226.02
2015	228.91

Table 1:- KCPE Results 2011 – 2015 (Source: Sub-County Director of Education Office, Nyamira County)

From the table, public primary schools in Nyamira South Sub-County experienced poor academic performance from 2011 to 2015. In 2011, a M.S.S. of 228.83 was attained, 2012, it was 222.57 and a drop was experienced of 6.26. In 2014 and 2015, the results were 226.02 and 228.91 where there was an increase of 2.89. In brief, the M.S.S. for the five consecutive years was below the average mark.

**A. Statement of the Problem**

Public primary schools in Kenya and especially those in Nyamira south Sub-county continue to face pressure to achieve the national academic standards for the country to accomplish its goals as enshrined in the Millennium Development Goals (MDG) and now Sustainable Development Goals (SDG), vision 2030 and Kenya National Educational Goals (NEGs). Low student achievement at Kenya Certificate of Primary Education (KCPE) examinations often generated public outcry with Head teachers being blamed for it. In 2001 and 2005 it was reported that Nairobi alone, 321 Head teachers and deputies were demoted due to poor performance and mismanagement of the school resources resulting in examination irregularities. Pupils are not counselled despite the availability of the counselling programmes. Indiscipline is rampant and the teachers provide their presence only in the schools. Head teachers have continuously attended capacity building insets which have empowered them to perform but the results are dismal. The administrative skills that are akin to success and peaceful delivery of instruction lacks in most Schools in Nyamira County. Therefore, this study sought to find out the influence of Head teacher’s leadership skills on pupils’ academic performance in public primary schools in Nyamira South Sub-County, Nyamira County.

**B. Purpose of the Study**

The purpose of the study was to find out the influence of Head teacher’s leadership skills on pupils’ academic performance in Kenya Certificate of Primary Education in Nyamira South Sub-County, Nyamira County, Kenya.

**C. Objectives of the Study**

To Find out the influence of the Head teacher’s motivational skills on Kenya certificate of primary education in Nyamira South Sub-County.

**D. Research Questions**

What ways do Head teachers’ motivational skills influence Kenya Certificate of Primary Education academic performance?

**E. Significance of the Study**

This study will contribute to the body of knowledge on influence of Head teachers’ leadership skills on pupils’ academic performance. The study may be used by educational planners and policy makers in decision making and planning. Findings from this study will be used by Head teachers of schools to identify better motivational skills; communication skills, guidance and counselling and listening skills needed to achieve excellence in the schools they head. The findings will be useful in making policy recommendations by Ministry of Education that will assist in improving academic performance in Kenyan primary schools. It will also help Teacher Service Commission in promotion and placement of teachers’ knowledge on the influence of Head teachers’ leadership skills. It will also assist in the steering of schools towards achievement of vision 2030 goals in education sector. Pupils will be able to do well in their academic performance as Head teachers will be better equipped in terms of leadership skills.

**II. CONCEPTUAL FRAMEWORK**

The conceptual framework of this study was based on four independent variables namely; Motivational skills, Communication skills, Guidance and Counselling skills and Listening skills.

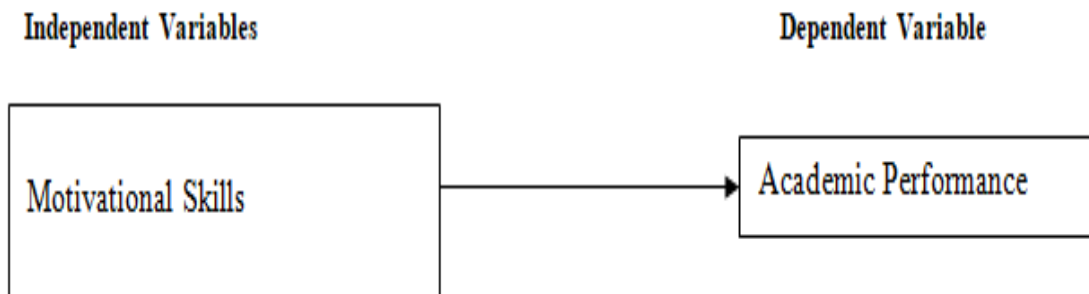


Fig.1:- Conceptual Framework on influence of Head teachers’ leadership skills.

Fig.1. Conceptual Framework shows influence of Head teacher’s leadership skills on pupils’ academic performance. As Head teachers offered their leadership skills towards

pupils’ academic performance (Wango, 2003). Head teachers were however trained in various skills but not implementing them would affect learners’ academic performance. Pupils

have different perception of their Head teachers' service, some would have a positive while others a negative attitude (Sederholm, 2003). For example discipline of learners was one area but the same is handled through the internal school mechanisms that contribute to pupils' academic activities and performance. The Head teachers' administrative skills such as guidance and counselling were required. With a combination of several other skills it gives life and function to the running of the schools to achieve their set goals especially as they are measured during the internal and national examinations (Unesco, 2000).

Baker and Gerler (2001) reported that students who participated in a school counselling program had significantly less inappropriate behaviours and more positive attitudes toward school than those who did not participate in the program. In another study it was reported that group counselling provided by school counsellors, significantly decreased participants' aggressive and hostile behaviours (Wango, 2006). Jones (2001) also indicates that school counsellors have proven effective in preventing students from committing suicide. The most effective prevention programs start with younger students and portray suicide as a mental health problem, not a dramatic way of ending a life. Wango (2006) stresses that it is essential that head teachers would take the responsibility as counsellors by involving the parents of troubled pupils in the counselling process. Lapan, Gysbers and Sun (2015) found that counselling decreases disturbances, support teachers in the classroom and enable teachers to provide quality instruction designed to assist pupils in achieving high standards. Pupils in schools that provide counselling services indicated that their classes were less likely to be interrupted by other students (Wango, 2003).

### III. REVIEW OF RELATED LITERATURE

The Department of Education Psychology University of Houston USA in 2010, undertook a research on self-regulated learning of students (American School Counsellor Association 2012). The basis was a within-subject correlation design where various subject areas were examined including mathematics and English to find out the level differences in students' task value, self-efficacy, test anxiety, cognitive strategy use, regulatory strategy use, and classroom academic performance by gender. In addition, the relations among the motivational, strategy use, and performance measures were assessed using multivariate regressions with 545 participants drawn from the seventh and eighth grades (American School Counsellor Association 2012). The results revealed mean level differences by subject area and gender in the motivation and cognitive strategy use variables. When such affect the learner, then their academic performance is compromised so, these can be used as a regulatory strategy or in academic performance (Baker & Gerler, 2001). In contrast, results indicated that the relations among these constructs were very similar across the three subject areas examined. Findings are discussed in terms of their importance for

understanding the contextual nature of students' self-regulated learning (American School Counsellor Association, 2012). Wango (2003) similarly found that the leadership skills when applied in the school plant and sensitized among and over students will indeed yield overwhelming high student achievement.

Skinner and Belmont (2010), carried out a research on the basis of a new model of motivation, they examined the effects of 3 dimensions of teacher also called behaviour involvement, structure, and autonomy support on children in Grades 3–5. They followed the behavioural and emotional engagement and patterns across a school year. Lapan, Gysbers, & Petroski, (2001) in a similar commission states that the Correlational and path analyses revealed that teacher involvement was central to children's experiences in the classroom and that teacher provision of both autonomy support and optimal structure. Also children's motivation across the school year was critical in students' academic outcomes (Baker & Gerler, 2001). This corresponds with (Lapan, Gysbers, & Petroski, 2001) findings that there is reciprocal effect of student motivation on teacher behaviour. Students who showed higher initial behavioural engagement received subsequently more of all 3 teacher behaviours. These findings suggest that students who are behaviourally disengaged receive teacher responses that should further undermine their motivation (Baker & Gerler, 2001).

Head teachers should know that motivation of learners is important. Akintayo (2008) noted that the motivation of a learner enhanced his participation. This was very much in line with the aims and objectives of all primary school subjects, which expected the learner to be responsible to the demands of personal and national developments. The curriculum itself is also 'personal and national development oriented' (Baker & Gerler, 2001). The head teachers of public primary schools are supposed to be on the lead of the motivational skills in order to achieve the national goals and aims of education.

Maslow's theory of motivation is based on the hierarchy of needs (Laferla, 2008). He did not agree with the common belief at the time, that motivation is something that someone does for someone else. He proposed that through motivation was often directed towards external goals, it was always an internal process. Maslow viewed human kind as wanting beings who were continually striving to find ways to satisfy their needs which were not static and once a need had been satisfied, it could no longer serve as a motivator of behaviour (Welch, 2005). These needs were ranked according to the order in which they influenced human behaviour. Physiological needs were deemed to be the lowest level needs and these were the things we required to survive. In the school context these needs are usually satisfied through adequate verbal praises of learners (Wango, 2003).

Wango (2006) elucidates that social needs are the human requirements for love and affection and a sense of belonging. He counsels that after social needs have been satisfied, ego and esteem needs become the motivating needs. We require respect and recognition from others and a sense of our own accomplishment. Fuster (2000) explicates that when pupils get a promotion to secondary schools with better marks and with positive behaviour it is an incentive to the goal setting for pupils. This means that pupils progression as they grow have the ability to choose and distinguish those things which will aid them in making deliberate decisions in life (UNESCO, 2000). At the top of the hierarchy are our self-actualization needs as articulated by Maslow, and, the needs to grow and develop and to become all that we are capable of being (Nutt, 2000). Motivation in the school context had been highlighted in several studies in recent years. In most cases, the goal had been to find ways that influenced students to increase their involvement in learning (Mustafa & Othman, 2010).

According to Guimaraes (2002), the head teacher was to lead in motivating learners. He noted that students' motivation was considered a galvanizing energy in the teachi

#### IV. RESEARCH METHODOLOGY

##### A. Research Design

The study used a descriptive survey design in which data was collected from members of a population by use of a questionnaire. Orodho (2005), Stated that it was suitable to determine the current status of that population with respect to one or more variables. Using descriptive survey design a large population could be studied with only a portion of that population being used to provide the required data. The research study was aimed at `establishing the influence of the head teacher's leadership skills in selected public primary schools in Nyamira South Sub-County, Nyamira County. The researcher intended to use this design because it enabled him to examine the phenomena at the moment with the tense accuracy and precisely described the observations. Orodho (2003) asserted that descriptive survey design was a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. This design had been a useful method for research and a precursor to more quantitative studies. Descriptive survey design for this study was used to analyze the influence of head teachers' leadership skills on pupils' academic performance.

Martin (2005), said that descriptive survey design was the most appropriate when the purpose of the study was to create a detailed description of a phenomena.

##### B. Area of Study

Nyamira south is one of the Sub-counties in Nyamira county. It borders with Nyamira North to the North, Manga to the west, Masaba North Sub-County to the South, and Borabu Sub-County to the East. Nyamira South lies between

latitude  $0^{\circ}30'$  and  $0^{\circ}45'$  south and between longitude  $34^{\circ}45'$  and  $35^{\circ}0'$  east. The head quarter is at Nyamira town. It has two divisions and four zones and one constituency. Cash crops grown in the County include; tea, coffee and bananas. Food crops are maize, beans, cassava, sweet potatoes, vegetables, millet and sorghum that contribute to 80% of income, self employment 8%, and wages employment 4.5%. Cattle, sheep and goat & farming are practiced. The climate is strongly influenced by altitudes and physical features. The annual rainfall is well distributed influencing the settlement patterns although there is perennial water problem. Source: Nyamira County Examination Office. The Sub-County was chosen because it had many public primary schools and most of these schools had experienced poor academic performance in KCPE examinations.

##### C. Target Population

Mugenda and Mugenda (2003, define a population as an entire group of individuals, events or objects having a common observable characteristic. Target population in statistic was the specific population about which information was desired. The target population for this study was public primary schools, head teachers, deputy head teachers, senior teachers, lower primary teachers, and pupils. There were 95 public primary schools. The study targeted 95 schools with target populations consisting of 95 deputy head teachers, 95 lower primary teachers, 95 senior teachers and 648 class eight pupils making a total of 933 respondents.

##### D. Sample and the Sampling Techniques

Orodho, (2003) defines sampling as a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. The study focused on 95 public primary schools in Nyamira South Sub-County. Garret (2012), pointed out that if the size of the sample was small there was often little reason for believing such a small group of units would be adequately descriptive of any population. He therefore, suggested that 30% would be an acceptable measure to offer great precision of results and quite representative of the population. For this reason the study adapted 30% as a sample which in this case was 29 schools in the Sub-County distributed equally by zones. Therefore the sample constituted 29 deputy head teachers, 29 lower primary teachers, 29 senior teachers and 203 class eight pupils. To obtain the selected sample so that each unit was adequately treated with equal weight, the study employed stratified random sampling. Fisher (2008) had prepared a table of random numbers that the above information was subjected to. This followed the 95 schools that were given numbers randomly from 1 to 95. The pieces were folded and thoroughly mixed and then the researcher picked at random. The first 29 schools that were selected out of 95 schools formed the sample size of 30%. They were the ones that received the questionnaires and their response formed the collected data as shown in Table 2.

## V. DATA PRESENTATION, ANALYSIS AND DISCUSSION

### A. Head Teachers' Motivational Skills on Academic Performance

The first research question responded to was: What ways do Head teachers' motivational skills influence Kenya Certificate of Primary Education academic performance? There were twelve variables used to weigh the application of motivational skills of the head teachers in their leadership

function. The respondents' data was however analyzed in each of the categories, namely; the deputy head teachers, the senior teachers and the teachers that teach in the lower primary section and finally the responses of the pupils from the study schools for every objective as follows:

#### ➤ Deputy Head Teachers' Responses on Motivational Skills

Deputy Head teachers rated their Head Teachers in the motivational leadership skills as affecting the pupils' academic performance using the selected twelve variables which were tested as shown in Table 2.

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Head Teacher Motivational skills	29	1	5	3.17	1.583	-.072	.434
HT Helps pupils feel valued	29	1	5	2.97	1.322	-.430	.434
HT Respects pupils' opinion	29	1	5	2.97	1.592	.003	.434
Use assembly on academics	29	1	5	2.97	1.401	.065	.434
HT Motivates pupils verbally	29	1	5	2.79	1.497	.242	.434
HT Marks pupils' work	29	1	5	2.79	1.449	.161	.434
HT corrects pupils' work	29	1	5	3.03	1.451	-.064	.434
HT Recognizes Rewards pupil	29	1	5	2.97	1.592	.117	.434
HT provides meaningful feedback	29	1	5	2.55	1.325	.226	.434
HT responds positively to pupils inquiry	29	1	5	2.83	1.197	.087	.434
HT Recognizes superior Learners	29	1	5	3.38	1.498	-.298	.434
HT Recognizes slow Learners	29	1	5	3.28	1.279	-.560	.434
HT Maintains quality work	29	1	5	3.17	1.365	-.334	.434
Valid N (listwise)	29						

Table 2:- Deputy Head Teachers Responses (n=29)

Table 2 shows the responses of the Deputy Head teachers on their respective Head teachers' use of motivational skills to enhance their leadership. The Deputy Head teachers had the following to respond to their Head teachers' use of the motivational skill. Some Head teachers motivational skills impact negatively mean 3.17, (sd. = 1.583) lying at 'disagree' and 'sometimes' deviation -.072. Whether their Head Teachers help their pupils feel valued mean 2.97 bordering 'sometimes' with a negative deviation of -.430. However a few Head Teachers (mean, 2.97, sd. =1.592) falling on 'disagree' and 'sometimes' would have respects for pupils' opinion. Whether the Head Teacher uses assemblies on academics (mean2.97 and sd. =1.40q) had a minimal small positive deviation of .065, indicating that some would. On whether Head Teacher motivates pupils verbally Mean of 2.97 and sd. =1.497 has a positive strong

deviation of .242. These leaders try. Do the Head Teacher mark pupils' work and even corrects pupils' work? Mean 2.79 and sd. = 1.449 falling on 'agree' and 'sometimes' and mean 3.03, sd. = 1.451 indicating that correction of pupils' work would have been delegated; it has a negative deviation of -.064. Head Teacher Recognizes and Rewards pupils has a mean 2.97, sd. = 1.592 and a minimal positive deviation (.117).

On Head Teacher providing meaningful feedback to pupils, mean 2.55 (sd. = 1.325) rated as 'sometimes' and 'agree' and a few on 'strongly agree' has a positive deviation of .226. Yes, Head Teachers respond positively to pupils inquiry at mean 2.83 (sd. =1.197) a positive deviation of .087. Hardly do the Head Teachers recognize superior learners with a mean3.38 (sd. =1.498) clad with a negative

deviation, -.298. This is also descriptive of the Head Teachers not recognizing the presence of slow learners, mean 3.28 (sd. =1.279) at ‘sometimes’, ‘disagree’ and ‘strongly disagree’ with a negative deviation of -.560. Therefore do the Head Teachers maintain high quality work? Mean 3.17 of sd. =1.365) giving a negative deviation.

The overall rating of the deputy head teachers of their head teachers is that at -.072 they are impacting negatively toward the pupils’ struggle for better performance. The head teachers are rated at ‘disagree’ and ‘sometimes’ of activities they should be doing causing the pupils to feel not valued (-.420 deviation). Even those head teachers who teach, when it comes to the work given to pupils, the pupils’ work is not corrected (-.064 deviation). These administrators do not recognize high achievers (-.298) and even the low achievers are not attended to (-.560) which is a very high deviation negatively. This is an indication that head teachers do not find time with their pupils. Most head teachers are also rated as not concerned with high quality work in their schools (-.334 deviation). When the head teachers are not concerned with instruction they miserably fail and schools will be attracting low grade passers at examinations and even in their daily undertakings.

There were positive responses that really worked to justify the work of the head teachers as vital. Most head teachers respect pupils’ opinion (.003); they also utilize assembly time on Mondays and Fridays when the flag is raised, twice a week to propagate academic performance (.065). Most head teachers were rated as marking pupils’ books and rewarding work well done. This helped the head teachers to provide meaningful feedback to pupils, which encouraged pupils for pressing into better marks (.161, and .226 respectively). Most head teachers interact with pupils (.087), which is commendable and would aid the pupils is feeling needed and that their presence in school is valued. Some of the head teachers would be seen informally encouraging their pupils to better their performances. It is true that this skill impacted upon the performance of the pupils. The ratings of the deputy head teachers on the head teachers’ motivational skills indicate that there is team work between the senior administrators. This tends to give the other teachers the morale to work in tandem with the ministry’s expectations.

➤ *Senior Teachers’ Responses on Motivational Skills*

Senior teachers rated their Head Teachers in the motivational skill as affecting the pupils’ academic performance using the selected twelve variables which were tested as depicted in Table 3 as follows.

	N	Minimu	Maximu	Mean	Std. Deviatio	Skewness	
	Statis	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
HT Motivation skills	29	1	4	2.31	1.072	.067	.434
HT Helps pupils feel valued	29	2	5	3.62	.728	-.452	.434
HT Respects pupils' opinion	29	3	5	4.21	.726	-.343	.434
Uses assembly on academics	29	3	5	4.07	.799	-.128	.434
HT Motivates pupils verbally	29	2	5	3.76	1.215	-.528	.434
Marks pupils' work	29	3	4	3.24	.435	1.276	.434
HT correct pupil work	29	3	5	3.69	.660	.431	.434
HT Recognizes and Rewards pupils	29	2	5	4.10	1.081	-1.131	.434
HT provides meaningful feedback	29	3	5	3.69	.604	.239	.434
HT responds positive to pupils inquiry	29	3	3	3.00	.000	.	.
HT Recognizes superior Learners	29	3	5	4.59	.825	-1.527	.434
HT Recognizes slow Learners	29	4	5	4.17	.384	1.831	.434
Maintains high quality work	29	3	5	3.86	.639	.119	.434
Valid N (listwise)	29						

Table 3:- Senior Teachers' Responses (n=29)

Table 3 depicts the responses of senior teacher as they rated their Head Teachers on the motivational skills using the twelve variables. Head Teacher Motivational skills with a mean of 2.31 (sd. =1.072) has a minimal positive deviation of .067 indicating that a few Head teachers find time to ever motivate their learners. On whether the head teachers help their pupils to feel valued, the senior teachers state that there is a positive indication at 0.728 that head teachers are trying. This is the same as whether they recognized and respected pupils' opinion on school issues. Assemblies are not commonly used for academics at mean of 4.07 (sd. = .799). There was a negative deviation of -.128. It was the senior teacher's response that, with a mean of 3.76 (sd. 1.215) head teachers do not verbally motivate pupils. The range of not agree was large at -.528. There was a positive response that many of the Head teachers do have classes they teach and they mark pupils' work giving corrections (mean of 3.244 (sd. = .435) with a strong positive skewness of 1.276 and .431 respectively.

Do the head teachers recognize and reward their pupils? To this question it is rare with a mean of 4.10 and a majority responding that these head teachers are not so much concerned (-1.131). True to the situation, at a mean of 3.69 (sd. = .660) most head teachers are said to be providing positive feedback to pupils' inquiry (mean 3.00 (sd. = .239) although a few do so. The respondents had mixed feelings on whether pupils' inquiries are given an ear, but indicated "sometimes" for all of them. Those learners who achieve higher outcomes are not given meaningful motivation by head teachers (mean 4.59 (sd. = .825) with a skewness negatively at -1.527. But, to fill for the lost opportunities slow learners are recognized and given attention mean of 4.17 (sd.= .384) many of the in the 'agree' and 'strongly agree' bracket 1.831. Accordingly Head teachers positively encourage high quality work from the pupils (mean 3.86 (sd. = .639) and a positive inclination, though minimal at .119.

Senior teachers had a different rating where the deputies gave a negative response, especially on whether Head teachers use assembly time to propagate academic encouragement. They responded negatively (-.128 deviation). The "sometimes" responses indicate that academic matters are given a casual attention by the head teachers when articulating school and education policies. They rated head teachers as having no time to offer even a verbal attention to pupils in their academic pursuit (-.528 deviation) which is a negative high. Although head teachers recognize high performers, the senior teachers stated that those learners who achieve higher outcomes are not given meaningful motivation by head teachers (mean 4.59 (sd. = .825) with a skewness negatively at -1.527. This is a factor that would impact negatively toward pupils' academic achievement given that those pupils who would raise their attainment are left to struggle on their own.

## VI. CONCLUSION

From the study the conclusions were that Head teacher's motivational skills are paramount towards pupils' academic achievement. Head teachers who motivated standard eight pupils enabled them to attain a higher mean standard score than those not motivated. All pupils approved that motivation towards them from their head teachers was a necessity for better academic performance.

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