

Influence of head teachers' collegial leadership on pupils' academic performance at the Kenya certificate of primary education in Vihiga County, Kenya

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Abstract: There is no school that can exist in a vacuum without the community. The head teacher should thus enhance a culture of peaceful co-existence between the school and the community in order to influence the effective utilization and sustainability of the available resources. Schools exist in the heart of each community and school-community links are beneficial. The main objective of this study was to establish the influence of head teachers' collegial leadership on pupils' KCPE performance. The study was based on scientific management theory. The study adopted descriptive survey design. The study participants were head teachers, teachers, pupils and education officers. The target population was 14860 that comprised; 371 head teachers, 4450 teachers, 10017 pupils' council leadership and 22 education officers. A sample of 390 participants was selected to take part in the study. The researcher used stratified sampling technique to select sample schools and zones from the County. Simple random sampling was used to sample 77 head teachers, 154 teachers and 5 education officers while census sampling was used to sample 154 pupils' council leadership. Questionnaires, interview guide and observation schedule were used to collect data. A pilot study was conducted in different schools and one zone from the neighbouring Nandi County to help refine the instruments. Questionnaires were validated by conducting a pre-test and through expert judgment by the supervisors. The Split-half technique that is administered once to the study participants was used to test instruments reliability. Quantitative data were analyzed using descriptive statistics such as means, percentages and frequencies with the aid of SPSS and the findings presented using tables. Qualitative data was analyzed using content analysis and findings presented in narrative and verbatim form. The findings indicated that head teachers collegial relationship with parents or community does not assist with children completion of homework assignments and schools infrastructural development. However, the findings indicated that head teachers' collegial leadership assists with pupil's school attendance, discipline and academic outcomes. It was concluded that most head teachers have a collegial relationship with teachers that improve pupils' academic performance. The results indicated a significant relationship between head teachers' collegial leadership and pupils' academic performance. The test of the null hypothesis on head teachers enhancing or not enhancing collegial leadership was rejected as shown by a p -value = 0.000. The study concludes that head teachers collegial leadership is the most significant influence on pupils' academic performance at KCPE. The study recommended that the school head teachers and the County education office through the Ministry of Education should enhance head teachers training and capacity building in collegial leadership through in-service

courses, workshops, meetings and seminars in order to improve school performance.

Key Words: head teachers, collegial leadership, community, parents, relationship

I. INTRODUCTION

In school administration, head teachers take the leading role for being a link between the community and the school. This mutual relationship between head teachers and other related stake holders holds a significant impact on resource mobilization, school discipline, goal setting, ensuring teacher's job satisfaction and the overall students and school academic progression.

Munteanu and Babonea (2012) established a healthy relation that is grounded on same goals among students, community, teachers and parents is vital for students high test scores in schools. This implies that a strong bonding relation in schools ensures a welcoming supportive climate necessary for increased learners' performance. However, head teachers cannot improve school performance with exclusion of others in school administration. Magulod (2017) postulated that for schools to achieve high academic success, school cordial relations with other education stake holders is paramount.

According to Okorie, Ememe and Egu (2009) and Abraham (2003), a cohesive relationship between the school and the parents, community and other stakeholders is pivotal due to the fact that none can exist on its own. This is because the community provides pupils, parents, land, labour, water and other teaching and learning resources to the school. In USA, Steinberg (2006) argue that the community provide students to school besides assisting schools academic performance through supporting school programmes and activities and students daily school attendance. Ubogu (2004) postulates that mutual interaction between school and community informs parents and students about progress on academic performance. Parental and the entire the community guidance to the pupils are only possible with mutual relationship between school and community.

Successful head teachers ensure cohesiveness of the school by creating interaction with teachers, students, parents and the community at large. Niraula (2002) in Nepal noted that

secondary school head teachers emphasized most on management and administrative duties instead of ensuring providing a mutual community-school relation, team building and teacher support. Head teacher weaknesses in promoting team work and co-existence in schools may be as a result of insufficient training before and after appointment and commitment especially in public primary schools.

In Pakistan, Ahmed and Said (2013) found out that a majority of head teachers have inadequate skills and knowledge at ensuring parental and community participation in school academic affairs. The author noted that parental involvement at ensuring students school attendance is intact creates a more administrative concerns than providing solutions.

In a study conducted by Magulod (2017) in Philippines, it was noted that there was an ineffective school-community relationship in private schools than it was in government owned public schools. The author further revealed that there was a high student's academic performance in public schools than those in private schools. Sadiq and Sa'ad (2016) investigated on the effectiveness of community-school relationship on learners' education performance among public primary schools in Nigeria. The findings of the study indicated that amicable relationship between school and the community result in provision of schools; financial assistance, land, physical and instructional materials and maintaining learners' disciplinary measures. It was recommended that head teachers should develop sustain and build effective community-school relations.

Problems arising from teachers and students' academic performance could best be sougheed out via a cordial relationship the community and parental engagement in school programmes. The author further stipulates that a strong parental-community relationship with the school help improve greater student and teacher attendance and high academic outcomes (Gershberg & Winkler, 2004). In most South American countries and Nigeria reduction in students' absenteeism and effectiveness of head teachers supervisory activities and high students' academic attainment is linked to school-community participation in school activities (Gershberg & Winkler, 2004).

Murithi (2015) carried out a study that investigated on parental determinants on students' performance in public day secondary schools in Meru County, Kenya. The study established that parental and teacher relationship, parental level of education and parental social-economic status influenced students' academic performance in secondary schools. The author recommended that formal classes for illiterate parents should be established, parents to participate in their children's education and schools should cultivate a cohesive relation with the parents in order to improve student's academic performance.

Ngari (2014) noted that the frequent misunderstandings and animosity between parents and teachers in schools had a negative effect on pupil's educational outcomes. Odoyo,

Kabuka and Odwar (2016) point out that school interactive relation with parents and learner's discipline is key to effective teaching and learning, school management and student's academic improvement in examinations. Ambogo (2012) stated that head teacher's relations with students, teachers and parents provided a healthy environment for effective teaching and learning and school's academic improvement and success.

A study by Wekesa (2016) that investigated on head teacher's strategic management on pupils' KCPE academic performance in Busia County, Kenya concluded that concluded that head teacher's collaborative working relation with other education stake holders yields high pupil's academic outcome when compared to emerging administration.

Statement of the Problem

In Kenya, pupils' performance at the Kenya Certificate of Primary Education is a concern to most education stakeholders in Kenya. Pupil's primary performance determines their admission into other higher levels of learning and future life thereafter. The KCPE results released from the Ministry of Education show that Vihiga County has constantly scored a low pupils' mean score compared to those of Kakamega sand Busia Counties indicated in Table 1. In Kenya the minimum marks for pupil's pass mark is 250 marks (out of 500).

Table 1: Busia, Kakamega and Vihiga Counties' KCPE Results Analysis for 2013-2017

| County | 2013 | 2014 | 2015 | 2016 | 2017 |
|----------|--------|--------|--------|--------|--------|
| Busia | 279.58 | 275.98 | 280.21 | 271.15 | 274.54 |
| Kakamega | 271.54 | 269.32 | 265.69 | 263.31 | 267.96 |
| Vihiga | 256.80 | 259.93 | 251.99 | 257.34 | 259.02 |

Source: County Education Offices of, Busia, Kakamega and Vihiga, (2018)

The results indicate that though the performance has been on the average level, Vihiga County results has been lower than those of Kakamega sand Busia Counties. This performance implies that most pupil's from Vihiga County are denied opportunities to be admitted in some of the best competitive national and extra County schools which have constantly been posting high KCSE grades for university admission, career choice and future employment placement. This calls for primary school head teachers to come up with practices that would enable pupils to post high grade marks at the KCPE. Any successful performance is pegged on mutual relation among teachers, parents, pupils, and the community and other education opinion leaders. These prompted the researcher to investigate on influence of head teachers' collegial leadership on pupils' KCPE academic performance in Vihiga County, Kenya.

Objective of the study: To establish the influence of head teachers' enhancing collegial leadership on pupils' academic

performance at the Kenya Certificate of Primary Education in Vihiga County, Kenya.

Research hypothesis;H₀: There is no statistical significant difference in the mean score of pupils' Kenya Certificate of Primary Education score in Vihiga County when head teachers are classified as fully enhancing or partly enhancing collegial leadership.

II. THEORETICAL FRAMEWORK

The study adopted the scientific management theory by Frederick Winslow Taylor (1911). The theory was deemed suitable for the study because it elaborates on head teachers' administrative practices that encompass collegial leadership that enhance pupils' academic performance. The theory has four principals that influence work performance at a place of work.

The first principle elaborates on how to establish acceptable rules in order to yield production. The second is about training of workers to improve performance while the third expound on how to establish a working relationship to maximize workers job satisfaction in a work place. The fourth explains on how to delegate responsibilities alongside provision and use of the available and adequate support resources to improve performance. Thus, head teachers should collaboratively involve teachers, pupils, parents and the community in formulation of schools rules and regulations, involve teachers in training and retraining for better job performance, establish mutual working relationship with education stakeholders to be part of school programmes and activities and provide the necessary teaching and learning resources to make learning pupils-centered. Head teachers should take an active role in establishment of a mutual working relationship in schools in order to create a conducive learning environment that aims to yield better academic performance among the primary school pupils.

III. METHODOLOGY

The study adopted descriptive survey design that had combination of both qualitative and quantitative paradigms. The sample used for the actual study was 390 that consisted of 77 head teachers, 154 teachers, 154 pupils leadership and 5 education officers from a target population of 14860 that had 371 head teachers, 4450 teachers, 10017 pupils leadership and 22 education officers from the five Sub Counties in Vihiga County. The sampling techniques adopted were; stratified random sampling that was used to select head teachers and education officers from the five strata (Sub Counties), simple random sampling to sample teachers and purposive sampling technique that sampled the head and his/her deputy pupils council leadership from each of the identified school. Head teachers, teachers' and pupils' questionnaire, education officers interview schedule and observation guide administered by the researcher were the instruments used to collect data. The pilot study was conducted from the neighbouring Nandi County to ascertain the instruments

validity and reliability. Whereas the expert judgment was used to enhance instruments validity, Split-half technique was used to ascertain instruments reliability. The content validity index for the instruments was 0.72. The results for instruments reliability was calculated as indicated in Table 2.

Table 2: Instruments reliability

| Instrument | Participants | Reliability Coefficient |
|--------------------|---------------------------|-------------------------|
| Questionnaire | Head teachers | 0.83 |
| | Teachers | 0.87 |
| | Pupils Council Leadership | 0.75 |
| Interview schedule | Education Officers | 0.79 |

The instruments reliability was therefore deemed appropriate for the actual study based on Krippendon (2004) assertion that a reliability coefficient ≥ 0.7 justifiable for adoption.

Quantitative data from questionnaires were analyzed using descriptive statistics such as means, percentages and frequencies with the aid of SPSS and the findings presented using tables to answer research hypothesis. The inferential statistics was measured by use of t-test at a confidence level of 0.05 to test the hypothesis that "*H₀*: There is no significant difference in the mean Kenya Certificate of Primary Education score when head teachers are classified as enhancing or not enhancing collegial leadership on pupils' academic performance." The qualitative data from interview schedule and an observation guide was analyzed using content analysis and findings presented in narrative and verbatim form.

The average participants' response rate was 84.58% (214) out of the anticipated total of 253 issued. The high response rate was achieved because the researcher personally administered the research instruments and ensured full compliant to ethical consideration.

IV. FINDINGS AND DISCUSSIONS

Head teachers were asked to give their response on their collegial leadership and pupils' academic performance as indicated in Table 3.

Table 3: Head teachers' response on collegial leadership and pupils' academic performance

| Item | Agree | Neutral | Disagree | Pupils' K CPE Score |
|--|------------|------------|------------|---------------------|
| Good school-community relations enhances financial assistance from the community | 22 (31.4%) | 9 (12.9%) | 39 (55.7%) | 240 |
| Effective school-parents relations improves pupils completion of homework assignments from parents | 23(32.9 %) | 16(22.9 %) | 31(44.2%) | 245 |
| Effective school-parents relations help improve pupils daily school attendance | 33(47.1 %) | 11(15.7 %) | 26(37.1%) | 250 |

| | | | | |
|--|-------------|-------------|-------------|-----|
| Effective home-school relations aid improve pupils academic outcomes | 50(71.4%) | 4(5.7%) | 16(22.9%) | 251 |
| I have a cordial relationship with my teachers | 43 (61.43%) | 15(21.42%) | 12(17.15%) | 252 |
| I have a mutual relationship with parents and the entire community | 36 (51.43%) | 12 (17.14%) | 22 (31.43%) | 251 |

It can be deduced from the Table that most head teachers who participated in the study 39 (55.7%) were of contrary opinion that good school-community relationship enhance financial assistance towards school programs and activities. This is reflected with a low mean mark of 240 which is below the average mean marks of 250. A further interview with one education officer alluded to that that *“Most parents and the community in public primary schools have delegated school funding to the government and Constituency Development Funding (CDF) unlike privately owned schools whose parents actively take charge of funding their schools.”* The researcher further observed that most schools had dilapidated classrooms with inadequate physical facilities and instructional materials. This implies that the relationship between the school and the community and parents was not good enough to assist the school with infrastructural development implying that head teachers only depend on government funding which is inadequate to fund school programmes and activities. This finding therefore attest that most of the low pupils mean score marks in public primary schools is attributed to inadequate provision of inadequate infrastructural facilities and instructional materials that are pivotal to enhancing high pupils academic performance. This finding is consistence with Niraula (2002) in Nepal who noted that most secondary school principals concentrated on managerial tasks at the expense of developing team work, teacher professional development, improving instructional practices, and enhancing mutual school-community relationship.

The finding from the Table indicate that a limited number of head teachers response 23 (32.9%) agreement that the relationship between the school and the parents/community help solve pupils completion of homework or school assignments. However, most head teacher 31 (44.2%) disagreed that the school-home relationship would reflect with parents helping their children with homework assignments as reflected with a low pupils mean mark attainment of 245 compared to the average mean of 250 marks. The link between school and home enable parents to have a firm grip of supervision and monitoring of homework or any other related school programmes that needs parental/community intervention. However, this link may only be possible with educated parents because of their ability to read, write and comprehend the assignments given to their children. In the same line, illiterate and economically able parents may hire services of home tutoring to assist their children with school related assignments because of their inability to comprehend academic work. One education officer told the researcher that helping with homework involves both parental level of educational and parental socio-economic status. This finding

is in line with that of Murithi (2015) who noted that parental engagement in learners' education both at home and school depends on parental social and economic status, level of education, teacher-parents relationship and cultural practices that has an effect on student's education performance in secondary schools.

The finding further reveal that majority of head teachers 33 (47.1%) agree that an effective mutual relation between the school and parents/community help curb some disciplinary problems such as pupils daily school attendance. The response contrasts with low pupils' mean marks of 241 that are below the average mean marks of 250. This implies that though pupils come to school on a daily basis, other intervening factors might be attributing to pupils low academic performance. If pupils absenteeism has been curbed but the teaching and learning environment does not favour effective teaching and learning process, this result to detrimental pupils' academic performance. The finding is consistence with an education officer who reported during the interview that *“the daily pupil's attendance to school is not a precursor to good performance. It needs total commitment of both teachers, pupils, parents, community and availability of teaching and learning facilities and materials”*. This finding is inconsistency with Domina (2005) who stated that parental participation in their children's education is not a guarantee to improved pupil's academic performance but rather help solve some behavioral problems. A similar finding by Ahmed and Said (2013) agree that the role community, especially the parents' is to ensure children goes to school.

On average most head teachers 50 (71.4%) concur that an effective relationship between community/parents and the school has an effect on pupils KCPE academic performance. This is consistence with pupils' average mean marks score of 251 that is well above the average of 250. This was also revealed with an education officer who noted that *“Some head teacher's involve religious and community leaders, parents and politicians in financing the physical plant, instructional materials, guidance and counseling session to the pupils and parents and teachers which help improve the academic performance of the school.”* The finding imply that when head teachers involve education partners in school programmes and activities such as assisting with provision of school learning resources, there is like hood of efficient teaching and learning in the school that yield high pupils academic performance. The study finding conforms to Sadiq and Sa'ad (2016) whose study established that cordial relationship between the community and the school is pivotal for existence of educational progression in Nigeria. The author further revealed that this collaborative relationship enable most schools to have support in supervisory activities, access to initial land for construction of schools, support with infrastructural facilities and instructional materials and help to maintain learner's discipline. This finding contrast Ahmed and Said (2013) study in Pakistan who established that a majority of head teachers have

inadequate managerial skills and knowledge at ensuring community participation in schools education concerns.

It is deduced from the findings that most head teachers 43 (61.43%) agree that they have established a cordial relationship with their teachers. This is evidenced with pupils' mean marks/score of 252.00. One of the education officer reported that *'Some head teachers do not have a good working relations with their teaching staff. We therefore spend most of the time solving such problems in schools. However, in some of the best performing schools, head teachers have a cordial relation with teaching staff and pupils which enhance elimination of school discords that might otherwise impact negatively to pupils' performance (Education officer, 2).'*" Lack of mutual relation between head teachers and teachers may create disharmony, misunderstandings, teachers demotivation and job dissatisfaction that lead to pupils low test scores in academic performance. On contrary, mutual relation between head teacher and teachers is likely to promote effective learning climate. This lead to positive teacher; attitude, competency, efficiency, support and commitment levels that enhance to effective classroom teaching and learning that result to pupils' high performance. The findings support Mohammed et al (2017) that effective work relationship in schools influence trust among teachers. Smith (2014) affirm that lack strained relations in schools result to teachers low levels of trust, incompetency and loss of collective responsibility on intended school goals and objectives which extends to the community. These have an advance effect on pupils or school academic performance.

Similarly, the finding from the Table shows that majority of head teachers 36 (51.43%) agreed that there was a mutual relationship between school and parents/community as evidenced with pupils mean mark of 251. This has the implication of parents/community to foster schools' financial and other educational programmes support to the schools in order to realize improved and sustainable pupils academic performance. On flip flop strained relationship between a head teacher and parents/community may result to lack of support to school's programmes and activities which may impact negatively on pupils' academic performance. Head teachers good relations with parents and community are likely to foster school financial and other activities and programmes support in realization of pupils' academic performance. This finding support Steinberg (2006) who argue that the community provide students to school besides assisting schools academic performance through supporting school programmes and activities and students daily school attendance.

i. Teachers' response on head teachers' collegial leadership and pupils' academic performance.

Teachers were requested to provide their responses on head teachers' enhancing collegial leadership in the school. The relationship between teachers and school leadership is essential for provision of an enabling environment on teaching

and learning and pupils' academic outcomes. According to Ambogo (2012) a collegial leadership initiated by the head teachers with teachers in schools accounts to school academic performance. Lokuruka and Ronoh (2017) study on head teachers and teachers relationship established that teacher's participation in school decision making result in students improved test scores. The responses were based on a three-point Likert scale in order of Agree (A), not sure (NS) and disagree (D) to provide precise response. This is shown in Table 4.

Table 4: Teachers' response on head teachers' enhancing collegial leadership and pupils' academic performance

| Description | A | | NS | | D | | Mean scores |
|--|----|------|----|------|----|------|-------------|
| | f | % | f | % | f | % | |
| Head teachers collegial leadership enable parents assist children with school homework assignments | 43 | 30.7 | 15 | 10.7 | 82 | 58.6 | 249 |
| Head teachers collegial leadership enable parents assist children with disciplinary issues | 66 | 47.1 | 12 | 8.6 | 62 | 44.3 | 253 |
| My school has mutual relationship between head teacher and teachers | 55 | 39.3 | 13 | 9.3 | 72 | 51.4 | 250 |

It is deduced from the findings that 82 (58.6%) of teachers gave the perception that head teachers collegial relationship in schools does not help pupils with completion of homework assignments. This is reflected by a lower pupils mean score of 249. This implies that parents may be faced by such difficulties as illiteracy, family separation, socioeconomic situation and sour relation with parents/community. Pupil's inability to be engaged at academic work at home is likely to distort their consistence in learning that results to attaining low mean grades in examinations. The findings are in agreement with Muyalo (2017) study who established that factors such as sour relations at school based level and, parental; educational and socio-economic ability influence secondary school students' education outcome.

It can further be revealed from the findings that most teachers 66 (47.1%) agree that collegial leadership in schools help curb pupils disciplinary issues that may arise. This finding corresponds with pupils mean score attainment of 253. This may imply that parents are in a position to exercise corrective disciplinary problems arising from their children because of close contact between school and parents in contrast those who might not have knowledge about their children disciplinary behaviors at school. Discipline is a key element to pupil's academic performance because it entails corrective measures on drug and substance abuse, absenteeism and lateness. However, the findings are in contrast to Kosgey (2014) who averred that the relationship between school and home does not have a significant effect on students' academic performance.

Table 4 reveals that majority of teachers 72 (51.4%) a contrary perception that they have collegial relationship with

head teachers. This disagreement is also inconsistency with pupils' average mean score of 250. One of the education officers provided a contrary view that *"When there emerge a sour relationship between head teachers and fellow teachers and parents, these negatively affect the academic performance of the school (Education officer, 2)."* The results therefore are in line with Veldman et al., (2013) who opine that the most determining factor to students' high examination performances is collegial relationship between head teachers and parents and teachers.

ii. *Pupils' response on head teachers collegial leadership and pupils' academic performance.*

Pupils were asked to score their response on head teachers collegial leadership and their academic performance. This information was deemed important with a view to finding out how relationship between school and home assist pupil's academic attainment. The scores were based on a three-point Likert scale as indicated in Table 5.

Table 5: Pupils response of head teachers collegial leadership and their academic performance

| Description | A | | NS | | D | | Pupils Mean Score |
|---|----|------|----|------|----|------|-------------------|
| | f | % | f | % | f | % | |
| Parents assist us with homework assignments | 34 | 24.3 | 24 | 17.1 | 82 | 58.9 | 248 |

The finding indicate that majority of pupils leadership 82 (58.9%) provided a contrary response that their parents aid in completion of their school homework assignments. The finding is consonance with an excerpt from education officer who retorted *"Some pupils cannot be assisted at home with school related academic performance as a result of poverty, parental separation, ignorance and illiteracy (Education officer, 5)."* This implies that parents are not in a position to actively help their children with academic oriented activities. These group of parents view teachers as source of knowledge to children's performance. This concurs with Gordon et al (2004) who noted that learners from well-up socio-economic background usually take children to high performing schools that are well equipped with both human and physical resources with an aim of attaining high examination scores.

Table 7: Test for –Equality of means - head teachers' enhancing of collegial leadership and pupils' mean' score at the Kenya Certificate of Primary Education

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | 10.593 | .002 | 20.708 | 67 | .000 | 33.347 | 1.610 | 30.132 | 36.561 |
| Equal variances not assumed | | | 18.646 | 38.055 | .000 | 33.347 | 1.788 | 29.726 | 36.967 |

The Education Officers Interview Schedule

The researcher administered a face to face interview with education officers so that an in-depth understanding of head teachers' collegial leadership could be gathered in order to collapse with questionnaire instrument. The interview was premised on the following questions.

- i. What is your response to head teachers collegial leadership in relation to parents/community assistance with:
 - School infrastructural development?
 - Pupils' homework completion?
 - Pupils' daily school attendance?
 - Pupils discipline?
- ii. What effect does head teachers' collegial leadership with teachers influence pupils academic performance?
- iii. In your view how does head teachers collegial leadership influence pupils academic performance?

In order to establish if there is a significant difference between head teachers' collegial leadership and pupils' Kenya Certificate of Primary Education mean score, the researcher tested for the following null hypothesis based on t-test: H₀₁: There is no statistical significant difference in the mean pupils' Kenya Certificate of Primary Education score in Vihiga County when head teachers are classified as fully enhancing or not partly enhancing collegial leadership. The study used academic performance of the pupils by checking their KCPE mean score.

Table 6: Enhancing of collegial leadership and mean pupils' Kenya Certificate of Primary Education score

| Enhancing collegial leadership | Mean | Std. Deviation | Std. Error Mean |
|--------------------------------|--------|----------------|-----------------|
| Fully enhancing | 259.64 | 5.011 | .773 |
| Partly enhancing | 226.30 | 8.380 | 1.613 |

The finding indicate that head teachers of schools who fully enhance a mutual working relationship with education partners had an improved pupils' mean marks at the Kenya Certificate of Primary Education score of 259.64 in contrast to those who partly enhanced a collegial leadership and whose pupils mean marks was 226.30. The average pupils mean marks that determines average pass mark is 250 and above.

It can be deduced from Table 5, that $F=10.593$ and the corresponding p value $=0.002$ which is less than the level of significance at $.05$. This implies that the variances of the two groups fully enhancing and partly enhancing collegial leadership is different implying that the two means have a statistical mean difference. This leads to rejection of the null hypothesis that there is no significant difference in the mean Kenya Certificate of Primary Education score in Vihiga County when head teachers are classified as enhancing or not enhancing collegial leadership. The study used academic performance of the pupils by checking their KCPE mean score. This finding implies that head teachers who fully enhance collegial leadership in schools attained a higher pupils' KCPE mean score in contrast to those who partly enhanced collegial leadership. The finding confirms Magulod (2017) whose study established an ineffective head teachers' collegial leadership with parents in private schools than there was in public schools. In relation to schools academic performance, public schools performed better than private schools.

V. CONCLUSION

- The head teachers' collegial leadership assists pupil's with improved; academic performance, school daily attendance and disciplinary issues.
- Most parents do not help children with completion of school homework assignments and provision of teaching and learning resources.
- The hypothesis testing using t-test indicated that the p -value $=0.000$ which was less than 0.05 , implying that the two means had a statistical mean difference. This led to rejection of null hypothesis. The study therefore concluded that "there is a statistical significant difference in the mean pupils' Kenya Certificate of Primary Education score in Vihiga County when head teachers are classified as fully enhancing or not partly enhancing collegial leadership."

V. RECOMMENDATION

The Ministry of Education, County Education Offices and School Board of Management, should mount head teachers training in collegial leadership. This capacity building ensures the community and parents via seminars, workshops and intensified meetings engage in school initiatives that include; resource mobilization and funding, enhance pupils discipline and class attendance, need for helping pupils with homework completion and ensure regular pupils' school/class attendance that help post high pupils' KCPE mean score performance.

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