

Influence of school leadership in managing literacy rates among learners in public primary schools in Mombasa County

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Abstract

The study aimed to investigate the influence of school leadership on managing the literacy rate among pupils in public primary schools in Mombasa County in relation to target setting, resource provision, monitoring the pedagogy, analysis of results and follow-up which formed the core for objectives of the study. The researcher adopted the Transactional theory of leadership as the study was aimed at leadership to enhance literacy among learners in Public Primary schools in Mombasa County. The research sample was 27 schools which is 30% of 91 public schools and 80 (respondents) school leaders from public primary schools in Mombasa County comprising of a headteacher, a deputy headteacher and a senior teacher. Cluster sampling was used since the schools were already clustered into Sub-Counties, Nyali, Kisaumi, Mvita, Likoni, Changamwe and Jomvu. The research instruments used were questionnaires with reliability at 0.777 level. Data collection was by the researcher by collecting the questionnaires from the respondents. The data was presented and analyzed using quantitative and qualitative methods with the help of SPSS Program version 24. Correlation and multi linear regression analysis were respectively used to establish the strength and direction of the relationship between the variables and the extent of school leadership in managing literacy rates while descriptive statistics were used to generate means and standard deviation from the collected data. There was a positive relationship between target setting, monitoring content delivery, follow-up and provision of instructional resources (target setting $r=0.820$, $p=.000$; monitoring content delivery $r=0.846$, $p=.000$; follow-up $r=0.299$, $p=.000$; and provision of instructional resources $r=0.420$, $p=.000$. respectively) and managing literacy rates among learners in public primary schools in Mombasa County. It is concluded that target setting, monitoring content delivery, follow-up and provision of instructional resources had positive and significant effect on managing literacy rates among learners in public primary schools in Mombasa County. This study recommends that target setting, monitoring content delivery, follow-up and provision of instructional resources should be given attention so that it does not deter managing the literacy rates among learners in public primary schools in Mombasa County.

Key words; literacy rates, leadership

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I. Introduction

Literacy rate among learners is the level a learner can be able to read and comprehend in any particular language of instruction. Literacy is mainly achieved through school curriculum and academic performance is the indicator of the literacy rate among learners. Thus, literacy is the bedrock of academic success in any academic institution. In Kenya, the KCPE examination is the nationwide indicator of literacy rates among learners in primary schools. For the purpose of this study the KCPE performance is the yard stick for measuring literacy level in primary schools. Some learners go through the system yet they cannot read and comprehend. The literacy rate among learners is based on the education level of the specific learners as specified in the Kenya curriculum of Education. The school leadership which comprises of the head teacher who manages school funds and overall school programs overseer, the deputy head teacher who is in charge of the school stores where resources are managed and the senior teacher who is in charge of the curriculum in the school influence the literacy rate either positively or negatively. The literacy rate as the dependent variable is influenced by the way the school leadership manages setting literacy targets, the teaching resources, monitoring content delivery, evaluation, analysis and follow-up activities.

CIA World Fact book (2015) there are no universal definitions and standards of literacy. Most presented rates are based on the ability to read and write at a specified age. Education is the most critical ingredient in a country's development process. It is the main equalizer of the gaping inequalities in modern life, more so on the socio-economic facet. (Chiuri&Kiumi, 2015). Hence the need for managing literacy in public

schools among learners, to bring them at par with those in private schools thus bettering the Kenyan literacy rate.

The independent variable here being the school leadership which comprises of the school head teacher, the deputy head teacher and the senior teacher are charged with the responsibility of managing literacy rates among learners in public primary schools. The school leadership manages the dependent variables which include, target setting, the learning resources, the pedagogy, monitoring and evaluation of the entire process of managing literacy among learners in public primary schools in Mombasa County. The academic performance in the schools is highly dependent on the level of literacy the learners have acquired. High literacy rates produce high academic performance in every level culminating in the KCPE performance which is the final assessment tool at the primary level. This is according to the current schools' Curriculum of 8-4-4 provided by the Ministry of Education through the KICD.

According to CIA (2015) the world rate of literacy stood at 86.1% while Kenya's rate is 72.2%. Literacy rate seems to be a global issue. According to Roser and Ortiz (2015), the world population rate grew faster due to expansion of Basic Education becoming a global priority with governments around the world being perceived to be responsible for ensuring provision of accessible quality education. Thus, allocating a share of the GDP to the education sector. This means countries manage literacy rates by managing access to education. The researcher agrees with Rose and Ortiz (2015) on access to education but suggest access and enhancement of literacy rate among learners in public primary schools in Mombasa County.

KNEC KCPE analysis (2013), Mombasa county literacy rate stands at 85.8 %, compared to the Country's Literacy rate of 85%. Being a city in Kenya its literacy rate should be close to the literacy rate of Nairobi city which is 87.7%. According to KCPE analysis 2013, 2014, 2015, 2016 by KNEC, Mombasa County performance of candidates in private schools is better than that of public schools. This could be attributed to the rate of literacy if we base on the Uwezo (2012) findings. Looking at the performance as analyzed by the Ministry of education and presented by the Minister (2013), in the top positions nationally, Mombasa had only four candidates out of the top one hundred candidates and they were all from Private schools. Among the top five schools in Mombasa County, none of them was a public school, while among the bottom five schools the very last was a public school with a population exceeding that of the remaining four private schools (mass failure). This portrays a discrepancy among the two categories which could highly be attributed to the literacy rate as reported by Nuru (2012) and Uwezo (2012). As much as this study appreciates the findings by Nuru (2012) and Uwezo (2012) there was still a feeling of the need to study influence of school leadership in managing literacy rate among learners in public primary schools in Mombasa County. Leadership role could be impacting on target setting, resource provision, monitoring of implementation targets, evaluation and analysis of targets and follow-up of the whole process.

KCPE performance analysis is the indicator of the level of literacy at the primary level country wide. The analysis indicates low performance among learners in public primary schools and high performance among learners in private schools in Mombasa County. According to KCPE exam analysis for 2014, 2015, 2016, 2017, 2018 from the County Director of Education Mombasa, records shows poor performance by public primary schools. The mean scores for the English language and the grand mean scores show this discrepancy. The public schools are below the Country's literacy rate of 78%, there is need to bridge the gap in future. A research by UWEZO (2014) revealed low literacy rates among learners in public primary schools. TUSOME Early Grade reading program was introduced to enhance literacy in lower classes in 2015. Education is anchored in the constitution (2010) as a fundamental human right. A right that every Kenyan child needs to enjoy. It will be meaningful if literacy is enhanced across various levels. Most studies have been based on learners who happen to be recipients. Hence the need to investigate what influence the school leadership has in managing literacy rates among pupils in public primary schools in Mombasa County. Thus addressing the literacy management gap by school leadership in public primary schools.

Objective of the study

The objective of this study was to investigate the influence of the school leadership in managing the literacy rates among learners in public primary schools in Mombasa County.

II. Methodology

The study adopted a cross-sectional descriptive survey approach in collecting data from the respondents. The purpose of the study was descriptive in form of a survey. The sample to be used was taken from a cross-section of a large population, hence the cross-sectional study. The research sample was 27 schools which is 30% of 91 public schools and 80 (respondents) school leaders from public primary schools in Mombasa County comprising of a headteacher, a deputy headteacher and a senior teacher. Cluster sampling was used since the schools were already clustered into Sub-Counties, Nyali, Kisauni, Mvita, Likoni, Changamwe and Jomvu. The research instruments used were questionnaires with reliability at 0.777 level. Data collection

was by the researcher by collecting the questionnaires from the respondents. The data was presented and analyzed using quantitative and qualitative methods with the help of SPSS Program version 24. Correlation and multi linear regression analysis were respectively used to establish the strength and direction of the relationship between the variables and the extent of school leadership in managing literacy rates while descriptive statistics were used to generate means and standard deviation from the collected data.

III. Results

Out of 78 questionnaires distributed, only 61 were successfully filled and returned giving a response rate to be 78.21%. The response rate was considered excellent given the recommendations by Mugenda and Mugenda (2009) who cited that a response rate of 50% is adequate for analysis and reporting, a rate of 60% is generally good while a response rate of above 70% is excellent.

School leadership role and management of literacy rate

Table 1: School leadership role and management of literacy rate

Statement	N	Mean	SD
The leadership ensures there is continuous evaluation of literacy rate among learners in the school.	61	3.7701	.76015
There is an elaborate mode of evaluation of literacy rate among learners in the school.	61	3.8525	.68010
The evaluation used enhances improvement on literacy rate among learners in the school.	61	3.5672	.64620
The results are analyzed and presented for discussion and recommendation on way forward made.	61	3.3738	.61371
The leadership spearheads the recommendations and follow-up actions to enhance improvement of literacy rate among learners in the school.	61	3.6743	.56961

In respect of School leadership role and management of literacy rate the researcher sought to determine the school leadership influence in managing the literacy rate among pupils in Mombasa county. The findings revealed most of respondents agreed that school leadership influence pupil's literacy level in Mombasa County. It also ensure there is progressive chance of literacy rate among learners as indicated by a mean score of 3.37701; there is an elaborate mode of evaluation of literacy rate among learners as indicated by a mean score of 3.8525, the evaluation used enhances improvement on literacy rate among learners as indicated by a mean score of 3.5672, The results are analyzed and presented for discussion and recommendation on way forward made scored a mean of 3.3738 while The leadership spearheads the recommendations and follow-up actions to enhance improvement of literacy rate among learners in the school scored a mean of 3.6743.

Finally, the researcher wanted to find out what the teacher as a school leader, comment on the management of literacy rate and the majority of the respondents indicated that quality management of literacy rate has contributed to the performance of the pupils and that all stakeholders should ensure that pupils attend school. Other notable comments included a comment from some of the respondents saying that though school administration is doing their level best to see that pupils go to school; some parents were resistant to this.

Correlation analysis

Table 2. Correlation analysis

Variables	Managing literacy Rate
Managing Literacy Rate	1
Pearson Correlation	
Sig. (2-tailed)	
N	61
Target Setting	target setting
Pearson Correlation	.000
Sig. (2-tailed)	
N	61
Monitoring	.846
Pearson Correlation	.000
Sig. (2-tailed)	
N	61
Content Delivery	.420
Pearson Correlation	.001
Sig. (2-tailed)	
N	61
Instructional Resources	.299
Pearson Correlation	.019
Sig. (2-tailed)	
N	61
Provision	
Follow-Up	

This study research sought to establish the correlation between independent variables (target setting, monitoring content delivery, follow-up and provision of instructional resources) and dependent variable (managing literacy rate) and the results in table 4.4. The findings revealed a strong positive relationship ($r=.820$) within target setting and managing the literacy levels among pupils in Mombasa County's schools. It reveals a strong positive and significant relationship between target setting and managing the literacy rate among learners in public primary schools in Mombasa County. According to Rumsey, (2016) when the value of $r = 1.0$ (exactly

1.0) the relationship is positively perfect, $.1 < r < .3$ shows weak positive relationship, $.3 < r < .5$ shows moderate positive relationship, $r < .5$ shows strong positive relationship while $r = 0$ shows no relations. Further the results showed that there is a strong positive and significant relationship ($r = .846$) between monitoring content delivery and managing the literacy rate among learners in public primary schools in Mombasa County. In addition, the results showed that there is a strong positive and significant ($r = .420$) relationship between instructional resources provision and managing the literacy rate among learners in public primary schools in Mombasa County. On the side of head teacher teaching the results showed that there is a strong positive and significant ($r = .299$) relationship between follow-up and managing the literacy rate among learners in public primary schools in Mombasa County. The significant relationship is determined with confidence level of 95%. Whenever p-value is less than .05 at 95% confidence level then it means there is a strong significant statistic.

Regression analysis

Table 3 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.899 ^a	.809	.795	.25382

a. Predictors: (Constant), Target Setting, Monitoring Content Delivery, Instructional Resources Provision and Follow-Up.

R-square is the proportion of dependent variable variance (Managing literacy rate), which has been demonstrated by differences of independent variables. In either case, R-Square indicates that the variance was clarified at 79.5 percent. The dependent variable dispersion is determined by the Estimate's Standard error.

Table 4 Model validity

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.269	4	3.817	59.251	.000 ^b
	Residual	3.608	56	.064		
	Total	18.876	60			

a. Dependent Variable: Managing Literacy Rate

b. Predictors: (Constant), Target Setting, Monitoring Content Delivery, Instructional Resources Provision and Follow-Up.

The ANOVA was used in this study to find out the regression model's significance level. If the p-value is less or equal to 0.05, the model is considered significance. Table 4 shows p-value of 0.000, which prove the statistically significant of the model when analyzing the role of the school leadership in managing the literacy rates among pupils in Mombasa County. Reliant on degree of confidence at 95 percent, the study revealed high reliability of the findings collected. The overall findings of ANOVA suggest that the model was significant at $F = 59.251$, indicating that the general pattern was significant and that target setting, monitoring of content delivery, follow-up and provision of instructional services play a significant role in the management of literacy levels among pupils in the Mombasa County public primary schools.

Table 5 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
	(Constant)	.093	.262		.355	.724	
1	TS	.357	.113	.389	3.146	.003	.223 4.486
	MCD	.365	.107	.432	3.427	.001	.215 4.647
	IRP	.178	.054	.205	3.296	.002	.878 1.138
	FU	.083	.040	.129	2.085	.042	.898 1.114

a. Dependent Variable: Managing Literacy Rate

Table 5 regression results revealed that target setting had (95percent level of confidence, $P < .05$) a P value=0.003, a value less than the significance level of 0.05. This indicates the significant statistical association between targets setting and a factor affecting the management of literacy rates among pupils in Mombasa County's public primary schools. Second, monitoring content delivery had a P value = 0.001, connoting an important statistical association between monitoring content distribution and prescribing literacy rates among pupils in Mombasa County's public primary schools. Thirdly, the provision of instructional resources as a factor

affecting the management of literacy rates among learners in Mombasa County's public primary schools scored a P value =.002, which again suggests a significant statistical relationship between the provision of instructional services and the dependent variable (managing literacy rate). Lastly, follow-up as a factor affecting the management of literacy among pupils in public primary schools in Mombasa County scored a P value = .042., which again suggests a strong statistical relationship between follow-up and dependent variable (managing literacy). This is a clear indication that all the four factors target setting, monitoring content delivery, instructional resource provision and follow-up significantly influencing managing the literacy rate among learners in public primary schools in Mombasa County.

IV. Conclusion

There was a positive relationship between target setting, monitoring content delivery, follow-up and provision of instructional resources (target setting $r = 0.820$, $p = .000$; monitoring content delivery $r = 0.846$, $p = .000$; follow-up $r = 0.299$, $p = .000$; and provision of instructional resources $r = 0.420$, $p = .000$ respectively) and managing literacy rates among learners in public primary schools in Mombasa County. It is concluded that target setting, monitoring content delivery, follow-up and provision of instructional resources had positive and significant effect on managing literacy rates among learners in public primary schools in Mombasa County.

V. Recommendations

This study recommends that target setting, monitoring content delivery, follow-up and provision of instructional resources should be given attention so that it does not deter managing the literacy rates among learners in public primary schools in Mombasa County.

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