

**INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON STUDENTS'  
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN  
MOMBASA COUNTY, KENYA**

**FATMA ISMAIL  
E55/KIT-IB/20466/2013**

**A Research Project Submitted in Partial Fulfillment of the Requirements for the  
Degree of Master of Education in Educational Administration of South Eastern  
Kenya University**

**2022**

## **DECLARATION**

This research project is my original work. I understand that plagiarism is an offense and I declare therefore that this research project has not been submitted for any other award in any other institution.

Sign \_\_\_\_\_ Date \_\_\_\_\_

**Fatma Ismail**

**E55/KIT-IB/20466/2013**

This research project has been submitted for examination with our approval as University Supervisors.

Sign \_\_\_\_\_ Date \_\_\_\_\_

**Dr. Rose Mwanza**

**Lecturer**

**Department of Educational Administration and Planning**

**School of Education**

**South Eastern Kenya University**

Sign \_\_\_\_\_ Date \_\_\_\_\_

**Dr. Gideon Kasivu**

**Senior Lecturer**

**Department of Educational Administration and Planning**

**School of Education**

**South Eastern Kenya University**

## **ACKNOWLEDGEMENT**

I wish to thank the Almighty ALLAH for enabling me to undertake this study. This document has been made possible by the invaluable support of many. I cannot mention all who gave their support however, I appreciate my two supervisors Dr. Rose Mwanza and Dr. Gideon Kasivu who tirelessly read through my work and gave professional guidance. Thank you may you be blessed in all your undertakings. I am sincerely grateful to my children Ali and Amer and my husband Dr. Banafa A. Ali for their moral support.

## **DEDICATION**

I thank ALLAH, Whose Provision, Grace, and Care I cherish. Secondly, this project is dedicated to my loving sisters and brothers who have supported me morally and materially in my education journey and to produce this project successfully. Thirdly, this project is dedicated to my parents; the late Ismail Boda, and my loving mother Mama Hamida Gani. Finally, this project is dedicated to, my supervisors Dr. Rose Mwanza and Dr. Gideon Kasivu for their tireless effort in guidance, advice, support, and constructive criticism throughout the research project writing.

## TABLE OF CONTENTS

<b>Declaration</b> .....	<b>ii</b>
<b>Acknowledgement</b> .....	<b>iii</b>
<b>Dedication</b> .....	<b>iv</b>
<b>Table of Contents</b> .....	<b>v</b>
<b>List of Tables</b> .....	<b>viii</b>
<b>List of Figures</b> .....	<b>ix</b>
<b>List of Appendices</b> .....	<b>x</b>
<b>Abbreviation and Acronyms</b> .....	<b>xi</b>
<b>Abstract</b> .....	<b>xii</b>

### CHAPTER ONE

<b>1.0 Introduction</b> .....	<b>1</b>
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	4
1.3.1 General Objective of the Study.....	6
1.3.2 Specific Objectives.....	6
1.4 Research Questions.....	6
1.5 Significance of the Study.....	7
1.6 Limitations of the Study.....	7
1.7 Delimitations of the Study.....	7
1.8 Assumptions of the Study.....	8
1.9 Definition of Significant Terms.....	8
1.10 Organization of the Study.....	9

### CHAPTER TWO

<b>2.0 Literature Review</b> .....	<b>10</b>
2.1 Introduction.....	10
2.2 Principals' Management of Student's Discipline and Academic Performance.....	10
2.3 Principal's Management of Capacity Building and its Influence on Students' Academic Performance.....	13
2.4 Principals' Provision of Teaching and Learning Resources and Academic Performance.....	14

2.5	Influence of Principals’ Supervision of Teachers and Academic Performance .....	16
2.6	Summary of Literature Review.....	18
2.7	Theoretical Framework.....	19
2.8	Conceptual Framework.....	20

### **CHAPTER THREE**

<b>3.0</b>	<b>Research Methodology .....</b>	<b>22</b>
3.1	Introduction.....	22
3.2	Research Design.....	22
3.3	Target Population.....	23
3.4	Sampling Techniques and Sampling Size.....	23
3.5	Research Instruments.....	24
3.6	Validity of the Research Instruments.....	25
3.7	Reliability of Research Instruments.....	25
3.8	Data Collecting Procedures.....	27
3.9	Data Analysis Techniques.....	27
3.10	Ethnical Considerations .....	28

### **CHAPTER FOUR**

<b>4.0</b>	<b>Research Results .....</b>	<b>29</b>
4.1	Introduction.....	29
4.2	Response Rate.....	29
4.3	Principals Management of Students Discipline influencing Academic Performance in Mombasa County, Kenya.....	29
4.4	Principals Management of Capacity Building of Teachers and Students’ Academic Performance.....	31
4.5	Principals’ Provision of Teaching and Learning Resources and Its Influence on Students’ Academic Performance.....	32
4.6	Principals’ Supervision and Its Influence on Students’ Academic Performance ..	33
4.7	Principals’ Views on Student’s Discipline and Its Influence on Students’ Academic Performance.....	35
4.8	Principals Management of Capacity Building of Teachers and Students’ Academic Performance.....	37

## CHAPTER FIVE

<b>5.0 Discussion and Interpretation of the Research Findings</b> .....	47
5.1 Introduction.....	47
5.1.1 Influence of Principals’ Management of Student’s Discipline on Academic Performance.....	47
5.1.2 Influence of Principals Management of Capacity Building on Students’ Academic Performance.....	48
5.1.3 Influence of Principals Provision of Teaching and Learning Resources on Students’ Academic Performance.....	49
5.1.4 Influence of Principals’ Supervision of Teachers and Its Influence on Students’ Academic Performance.....	49

## CHAPTER SIX

<b>6.0 Conclusions and Recommendation</b> .....	51
6.1 Introduction.....	51
6.2 Conclusions of the Study .....	51
6.2.1 Principals Management of Students Discipline and Its Influence on Students’ Academic Performance.....	51
6.2.2 Principals Management of Capacity Building on Student’s Academic Performance.....	51
6.2.3 Principals Provision of Teaching and Learning Resources. ....	51
6.2.4 Principals Supervision of Teachers and Academic Performance .....	52
6.3 Recommendations of the Study .....	52
6.4 Suggestions for Further Research .....	52
<b>References</b> .....	53

## LIST OF TABLES

Table 1.1: Students' academic performance from 2015-2019 in Mombasa County, Kenya.....	5
Table 3.1: Sample size.....	24
Table 3.2: Results of Reliability Tests on Principals' Questionnaire .....	26
Table 3.3: Results of Reliability Tests on Teachers' Questionnaire.....	27
Table 4.1: Response Rate .....	29
Table 4.2: Teachers' responses on principals' management on student discipline and academic performance.....	30
Table 4.3: Principals management on capacity building and students' academic performance.....	32
Table 4.4: Teachers response on Principals' provision of teaching and learning resources and students' academic performance.....	32
Table 4.5: Teachers response on influence of Principals' supervision of teaching and learning and students' academic performance.....	34
Table 4.6: Principals views on management of Students discipline and students' academic performance.....	36
Table 4.7: Principals response on management of capacity building of teachers and its influence on students' academic performance.....	37
Table 4.8: Principals response on provision of teaching and learning resources and its influence on students' academic performance.....	39
Table 4.9: Principals response on supervision of teachers and students academic performance.....	40
Table 4.10: Teachers responses on initiatives made by principal to ensure students do well in students' academic performance.....	43
Table 4.11. Principals view factors that are likely to influence students' performance in academic performance.....	44



## LIST OF FIGURES

Figure 2.1:	Conceptual Framework.....	20
Figure 4.1:	Teachers responses on discipline influencing academic Performance.....	31
Figure 4.2:	Provision of teaching and learning materials.....	33
Figure 4.2:	Principals' supervision and its influence on student's academic Performance.....	35
Figure 4.3:	Measurement of the student discipline and its influence on students' academic performance.....	37
Figure 4.4:	Measurement of capacity building and influence on students' academic performance.....	38
Figure 4.5:	Measurement of provision of teaching & learning resources and its on student's academic performance.....	40
Figure 4.6:	Principals' of teachers supervision measurement.....	42
Figure 4.7:	What measures has the principal put in place to ensure the students do well in student's academic performance? .....	43
Figure 4.8:	Principals response on factors influencing students academic Performance.....	45
Figure 4.9:	Factors that are likely to influence students' academic performance in Mombasa county.....	46

## **LIST OF APPENDICES**

Appendix 1: Introduction letter.....	60
Appendix 2: Questionnaire for principal.....	61
Appendix 3: Questionnaire for teachers.....	66
Appendix 4: Research certificate.....	70
Appendix 5: Letter of authority to collect data.....	71

## **ABBREVIATION AND ACRONYMS**

<b>BOM</b>	:	Board of Management
<b>CEB</b>	:	County Education Board
<b>GOK</b>	:	Government of Kenya
<b>KEMI</b>	:	Kenya Institute of Management
<b>KESSHA</b>	:	Kenya secondary Schools Heads Association
<b>KSCE</b>	:	Kenya Secondary Certificate of Education
<b>MOE</b>	:	Ministry of Education
<b>MOEST</b>	:	Ministry of Education, Science and Technology, Kenya
<b>NACOSTI</b>	:	National Commission for Science Technology and Innovation
<b>OECD</b>	:	Countries under the Organization for Economic Cooperation and Development
<b>PA</b>	:	Parents Association
<b>TSC</b>	:	Teachers Service Commission

## **ABSTRACT**

The aim of the study was to examine the influence of principals' management practices on students' academic performance in public secondary schools in Mombasa County, Kenya. The research objectives sought to investigate the influence of student discipline, capacity building, provision of teaching and learning resources, and supervision of teachers on students' academic performance in public secondary schools in Mombasa County. The study used the effective school theory model by Lezotte (2010). The study adopted a descriptive design. The target population included 33 principals and a sample of 248 teachers. A census sample was used to select all 33 Principals from the study and a stratified sampling technique was used to select 248 teachers. The study had an overall response rate of both Principals and teachers of 89.7 percent this was accredited to researcher's willingness to make direct contact with the respondents. For all 33 school principals from sampled schools a census was used due to their small number; Mombasa County has 33 public secondary schools with the classification of 17 mixed/day, 2 boarding (boys) and 6 single day schools (boys) and 8 single day schools (girls) public secondary day Schools. Due to the population characteristics, the study used a stratified sampling technique to stratify the population into three strata as follows; mixed day/boarding schools, mixed day, and single gender (boys and girls) schools. Questionnaires were used to collect data. Data was analyzed using descriptive statistics and the findings were displayed using frequency distribution tables, bar graphs, and pie charts. The qualitative data collected from open-ended items were grouped into themes focused on the study's goals and presented in narrative form. From the study findings, it was established that the principal can influence a teacher to enhance quality teaching and learning whose outcome is good academic performance. For students to score above average teachers should be resourceful in their collection, preparation, and use of teaching materials, according to the report, in a move to minimize cost in the development and maintenance of resources and materials. Teachers should manage the students professionally to promote active student participation in learning. The government should ensure equitable distribution of resources and learning materials to all public secondary schools for successful learning and teaching in urban areas to increase students' academic performance. Principals should use management practices to enhance performance in public secondary schools.

## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1 Background to the study

Academic performance is a key feature in education. Narad and Abdullah (2016) define academic performance to be a determinant of the success or failure of a school. It defines knowledge gained which is measured through examinations. In Kenya, the summative assessment measuring academic performance at secondary school is the Kenya Certificate of Secondary Examination (KCSE). It is emphasized in the Constitution of the Republic of Kenya (2010) that secondary education is a fundamental human right of every child in Kenya and that the quality of graduates produced at the end of the system is the best indicator of the system's success. (Day et al.2010) assert that the principal fosters management practices; working methods that enhance quality consequently influencing students' performance. Castler (2010) opines management practices include students' discipline, teaching and learning resources, and supervision of curriculum. Principals should provide supportive practices for teachers while ensuring the utilization of requisite materials, instructional supervision, and in-service programs as and when due. Principals as great as the principal since curriculum methods, provision of resources, and the school climate bears the impression of the principal Yambo (2014) Principals' management practices influence students' academic performance.

Following a universal prohibition of all corporal punishment in schools in the United States of America, a number of approaches are recommended that influence students' education that incorporates counselors, students, and parents in reviewing school discipline policies (Cameron 2006). According to (Robers et al., 2014) disciplined students conform to societal expectations which include passing their examinations. In 24 developed countries learning is delivered inclusive of extra-curricular activities, discipline management, and enhanced pedagogy that strongly impacted on students' motivation in learning (OECD 2011). Zhao and Kuo (2015) posit that disciplined students perform well in examinations. Discipline enhances academic performance. These approaches enhanced students' academic performance. In Tanzania, Heads of schools are allowed to cane students, however, this is being overdone by teachers Hakielimu (2011). In 2019 a study done by on

corporal punishment and its effect in national examinations, 15 schools were randomly sampled for a survey research in which 567 students participated. The findings indicate that harsh punishment adversely affected performance in national examinations. Stein et al. (2019). According to Masista (2008) discipline of students is key to their excelling in studies. A principal must have in place a working discipline policy. In Kenya caning was done away with as it contravened the Children's Act of 2001. According to the Education Act (2013), the Principal is required to have standards that ensure moral and social conduct is observed in schools in form of clear rules and regulations. Discipline is high where principals are inspirational and integrative and discipline policies are developed and enforced (Okendu, 2012). Principals' management of discipline is a precursor to good performance by students.

Sergiovanni (2009) posits that principals are better placed to observe instructional activities in classrooms and give objective helpful cues for the teachers to improve instruction and note the need for professional development. Strategies employed by teachers to improve students learning should meet set educational and teaching standards (Darling Hammond, 2012). According to Stoop (2011), effective teachers have a comprehensive pedagogical and content matter that influences students' achievement in test scores. What is taught and how it is taught determines students' academic performance Al Hassan (2014) Principals have a responsibility of providing training of teachers so that they discharge instructional duties in a professional manner.

The need for capacity building was dependent on the type of personality of the teacher as well as the quality of pre and in-service offered by (Adu & Osei-Poku, 2012). Teachers engage in instructional dialogue within and outside the school for improving content, pedagogical knowledge, test practice, and attitude to students learning requirements (Stoll, 2009). Capacity building includes workshops, school visits, mentoring/coaching, and ICT integration in learning. It is the Principals' duty to identify teachers' needs for professional development. According to a report on Education Global Practice done in 68 low and middle economies across the globe indicate dire need for in service training in order to enhance quality learning. In India, Kenya and Tanzania, most teachers had knowledge but

were weak in explaining concepts. World Bank (2019) In Mozambique 15 % of the teachers could not answer questions on teaching methods. According to the TSC Act of 2012 section, 35 asserts teachers must undertake career progression and professional development programs in order to be competent in subject matter in areas of specialization (ROK 2013). Enhancing teacher capacity leads to improved performance in national examinations.

In line with the global education for all declaration, the government of Pakistan gives priority to ensuring that schools have adequate instructional materials and laboratories (Dahar and Faize 2011). Principals should encourage the use of resources to aid the delivery of the curriculum. Bloomberg (2011) opines that instructional materials provide a platform for learners to want to learn more. Textbooks provide an opportunity for private study and reference. In a classroom, setting the teaching and learning becomes easier with textbooks (Olaniyan and Ojo 2008). In Lesotho 160 out of 250 secondary schools lack libraries according to a report by the World Bank (2008) on resources in secondary schools in sub-Saharan countries. Parents pool resources to buy basic textbooks or rent them for 20% of the price. Students' test scores are adversely affected by a lack of basic resources. Attakumah (2015) did a study on textbook book availability and students' achievement in high school. Findings indicate students with a high textbook ratio perform well in West African School Certificate Examinations.

According to Education 2030 framework for action, all schools should be equitably stocked with textbooks based on curricular frameworks and supplementary materials that engage students in multi-dimensional learning as well as multimedia and Digital resources (UNESCO, 2017). In Kenya best performing students are attracted to national schools which have the best resources (Mbiti & Lucas, 2011). Core course work texts are availed to only 5% of students in rural Kenya. Some students go through school without a text book in any subject. Only prestigious schools have libraries stock supplementary materials (World Bank 2008). Principals should encourage the use of resources to the aid delivery of curriculum.

Zepeda (2015) opines that supervision of teachers is at two-way process meant to improve students' performance in examinations. It is a guide to identifying teacher development needs. In Kazakhstan, shared leadership in schools is encouraged as a way to enhance students' academic outcomes. According to Kouisanov (2011) effective principals focus on supervision of teachers in order to improve instruction through feedback and encouragement. Principals are visionary leaders who contribute to the good performance of their students in examinations.

According to Githua and Nyabwa (2008), the supervision of teaching by the principal has an impact on the provision of tuition, the implementation of an appropriate testing policy, the coverage of the curriculum, teacher induction courses, and the development of collaborative relationships. In Kenya, Osman and Mukuna (2013) aver that principals are expected to have a sufficient level of expertise in the field of education. In order to participate in reflective learning and obtain pointers on effective procedures, principals coordinate their efforts with Quality and Assurance Officers from the Ministry of Education.

## **1.2 Statement of the Problem**

Principals' management practices are regarded as a key contributor to enhancing students' academic performance in public secondary schools. Principals have the greatest opportunity to establish, cultivate, and maintain high academic performance standards by equipping their schools with effective management abilities. Principals' management practices are manifested in the setting of appropriate and attainable goals, good supervisory practices, staff professional development, and the provision of a conducive teaching and learning environment in Mombasa County. National academic performance has continued to be poor, with university admission grades of C+ falling from 31.53 percent in 2015 to 11.38 percent in 2018, a 15.6 percent margin drop. Mombasa County Quality Assurance and Standards Office (2018) Poor academic performance would have a significant impact on a learner's ability to advance from one level to the next. Despite help from the government of Kenya and other stakeholders, the Kenya Certificate of Secondary



Education performance of students in Mombasa County is continuously low, with more than two-thirds of students scoring below the average C+ required for university admission. The Kenyan government has implemented mitigation strategies in an effort to reverse this tendency. Despite all of these initiatives, academic performance in Mombasa's public secondary schools has generally been weak and falling. There are insufficient empirical studies on the principal's management techniques, such as discipline, supervision of teaching and learning, staff professional development, and use of resources, which are essential for supporting effective teaching and improved student performance. The literature analysis on examination performance in Mombasa County indicates a lack of research on the management strategies of public secondary school principals. This study aimed to examine the relationship between the management methods of public secondary school administrators in Mombasa County and the academic performance of successful students.

**Table 1.1 Students' academic Performance from 2015 to 2019 in Mombasa County, Kenya**

Year	Mean	C+ & above%	D & below%	
			<i>National</i>	<i>Mombasa County</i>
2015	4.779	30.78	0.23	0.76
2016	3.296	31.53	0.05	0.89
2017	3.112	15.21	0.09	0.89
2018	3.411	11.38	0.15	0.90
2019	3.673	3.67	0.14	1.11

**Source: Mombasa County Education Office, 2019**

Table 1.1 demonstrates a persistent drop in academic performance among Mombasa County pupils. In the years 2015 to 2019, the county's average decreased. In comparison to the national average, the percentage of students joining a university with a grade of C+ has decreased, while the percentage of students joining with a grade of D or lower has climbed at a faster rate during the same time period. Although no scientific research

has been conducted to determine the cause of the drop in academic performance, bad instructional leadership and classroom teaching may have contributed to this trend. Therefore, the researcher attempted to determine the impact of principals' management techniques on students' academic performance in Kenya's Mombasa County public secondary schools.

### **1.3 Objectives of the study**

#### **1.3.1 General Objective of the Study**

The general objective of this study was to investigate the influence of principals' management practices on students' academic performance in public secondary schools in Mombasa County.

#### **1.3.2 Specific Objectives**

The specific objectives of this study were:

- i. To establish the influence of Principals management of students' discipline on academic performance in public secondary schools in Mombasa County.
- ii. To determine the influence of principals' management of capacity building on students' academic performance in public secondary schools in Mombasa County.
- iii. To examine the influence of the principals' provision of teaching and learning resources on students' academic performance in public secondary schools in Mombasa County.
- iv. To establish the influence of principals' supervision of teachers on student's academic performance in public secondary schools in Mombasa County.

### **1.4 Research Questions**

The research questions that guide the study were:

- i. To what extent does principals' management of students' discipline influence their academic performance in public secondary schools in Mombasa County?
- ii. To what extent does principals' management of capacity building influence academic performance in public secondary schools in Mombasa County?

- iii. What is the influence of Principals' provision of teaching and learning on academic performance in public secondary schools in Mombasa County?
- iv. To what extent does the principals' supervision of teacher's influence students' academic performance in public secondary schools in Mombasa County?

### **1.5 Significance of the Study**

The findings of this research study yielded benefit to the Ministry of Education, sponsors, scholars, donors, principals and stakeholders Kenya Education Management Institute with interest in providing good governance structures in Secondary School education to note facts that will aid improvement of academic performance of students. This research study will also provide areas of further research as a reference point for scholars intending to do research and also add value in the knowledge in research in theory and practice.

### **1.6 Limitations of the Study**

The researcher may have faced a limitation of non-response of questionnaires sent to respondents. This was mitigated by making personal visits to the schools to explain the academic purpose of this research. The researcher humbly asked for cooperation. The time factor was critical considering the researcher is also working however this was mitigated by engaging extra research assistants in the distribution and collection of the questionnaires. The purpose for the study was explained beforehand and assurance of confidentiality of information to be collected from both teachers and principals participating was assured.

### **1.7 Delimitations of the Study**

The scope of the research was narrowed to the 33 public secondary schools in Mombasa County, each of which has existed for at least ten years at the time of the investigation. Participants in the study comprised both educators and administrators from public secondary schools. The scope of the study was limited to the components that were being investigated, which were the students' discipline, the supply of resources, capacity building, and supervision of teachers and their influence on the academic performance of students attending public schools in Mombasa County.

## **1.8 Assumptions of the study**

The following are some of the assumptions the researcher made; it was assumed that the respondents used in the research instrument gave true and honest responses; it assumed that scores of a school in KCSE is an indicator of Principals management practices, it was assumed that all respondents will respond within the stipulated time and it was assumed that the respondents will understand the questions given in the questionnaires.

## **1.9 Definition of Significant Terms**

**Academic performance:** This refers to assessment of learning in secondary schools, in Kenya through grading scores attained in the Kenya Certificate of Secondary Education examination.

**Capacity building:** Refers to initiatives taken by the principal to enhance students' academic performance by continually improving teaching and learning processes through staff professional development in public schools in Mombasa County.

**Principal:** Is a trained, experienced and registered teacher who has risen through the ranks to be the chief administrator of a school.

**Principals' Management Practices:** Refers to the application of initiatives undertaken by the Principal to enhance teaching and learning in secondary schools and improve academic performance in public secondary schools in Mombasa County.

**Public secondary schools:** Are learning institutions post primary which receive government funding and must adhere to government policies located in Mombasa County.

**Students' discipline:** Refers to law and order in a school. The principal sets clear school rules and regulations to guide students study and improve performance in examinations.

**Supervision:** The principal checks effective curriculum implementation so that students may pass examinations in public secondary schools in Mombasa County, Kenya.

### **1.10 Organization of the study**

The study is divided into six chapters; chapter one focuses on the background, statement of the problem, general objective, objectives, research questions, Significance of the study, limitations, delimitations, assumptions, and definition of relevant terminology. The subject of the second chapter is introduction on literature review. It stresses Principals' management of students' discipline and academic performance, Principal's management of capacity building and academic performance; Principal's provision of teaching and learning resources and academic performance; Principals' influence of Principals' supervision of teachers and academic performance; Literature review, summary, theoretical and conceptual frameworks. The third chapter describes the research methodology that will be employed, including the research design, target population, sampling techniques and sample size, research instruments, validity and reliability of instruments, data collection procedures, data analysis techniques, and ethical considerations. The fourth chapter discusses the research findings. The fifth part offers discussions and interpretations of research findings on Principals' management of students' discipline and academic performance, Principal's management of capacity building and academic performance; Principal's provision of teaching and learning resources and academic performance; Principals' influence of Principals' supervision of teachers and academic performance; while the sixth chapter covers conclusions and recommendations on the objectives of the study.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter explores related literature review on the influence of principals' management practices on the academic performance of students. The review was examined under the following sub-headings: Principals' management of student's discipline and academic performance; Principal's management of Capacity building and students' academic performance; Principals' provision of teaching and learning resources and academic performance; and Principals' influence on supervision of teachers and academic performance. Summary of the literature review, theoretical and conceptual frameworks.

#### **2.2 Principals' Management of Student's Discipline and Academic Performance**

A competent principal ought to have a working discipline policy which guides a safe and positive learning community in school. Guidelines of the mission, vision, and attendance are key to instilling a sense of responsibility in students. According to Chandra (2012) a principal in Nepal is responsible for ensuring a moral student environment as governed by Nepalese Ministry of Science and Technology. Wheldall (2017) posits that school discipline includes actions when students fail to adhere to school guidelines as these will affect the students' academic performance. Hernandez and Seem (2004) noted that the principal should have a discipline policy with clear rules and regulations and consequences of breaking them especially on students' performance in examinations. The principal should ensure that the code of conduct identifies how students behave and study while in school. According to Leithwood et al.(2004) Principals have to redesign the organizational structure to accommodate student leaders and give them direction as well as develop them. The students' council play a vital role in complementing students' behavior.

According to Way (2011) in his study on school discipline and disruptive classroom behavior in Mexico, the relationship between school discipline and classroom behavior was examined using the traditional deterrence framework and normative perspective. The study was conducted using Mexican schools and individual level data from the National Education in a longitudinal study of 1988. The outcome of the study supports the normative

perspective that students who view school authority as legitimate and teacher-student's relations as positive do well in their studies. It was also found that schools that use (deterrence framework) severe punishment do perform dismally in examinations. This research study sought to investigate using descriptive survey the influence of Principals' management practices on students' discipline on performance in student's academic performance in Mombasa County, Kenya. Docking (2006) posits a law abiding student arrives in school in time for class and waits for the teacher. Efficient use of time including extra time is associated with increased academic performance.

A study was done by Nasrullah and Khan (2015) on the impact of time management on students' academic performance used the survey approach to gauge attitude and perception of students in Qurtuba University in Afghanistan and used multiple regression analysis. While the paper does not show what sample was used to represent the population of students, the findings indicated that students who scored lower in time management scored poor in academic performance. This study sought to use a sample of 248 teachers and 33 principals to represent the teacher population in Mombasa County.

Ofoyuru and Too-Okiema (2011) did a study on strategies of managing students discipline in secondary schools in Gulu District, Uganda. 377 respondents including principals, teachers and students took part in the research which used cross sectional parallel survey design. The findings indicated that rewards, punishment, communication and counselling were highly effective. It was recommended that for sound education to be acquired, discipline should be given due consideration as it affected academic and spiritual growth. This study sought to find out influence of principal's management of student's discipline in academic performance in Mombasa County. This study used descriptive research design. Questionnaires were administered to 248 teachers and 33 principals.

Student leaders present views in academics' sports, creativity as well as shaping behavior of other students in school Mutua (2014). The principal has to have a continual mechanism of observing activities of student leadership and their role in enhancing academic performance. According to Njeru (2012) a principal takes responsibility for dealing with

serious infractions but holds teachers responsible for handling routine classroom discipline. Rewards and punishment should be given respectively. Specifying rewards and sanctions for breaking rules have their origin in psychology which underpins modern discipline trends in schools. Academic discipline involves focus to be on knowledge content, evaluation of students work and assessment must be clearly articulated to students so that students gear towards accomplishing their goals. Kibet (2012) notes that principals can train students that academic discipline is key in schools; it involves studying, timely completion of assignments as contributors to good academic performance in Mombasa County, Kenya.

The government of Kenya has put in place measures to curb indiscipline in schools such as establishment of guidance and counselling units and life skills education. Prompt action should be addressed on student's grievances. Major institutional reforms must also involve consultation of students, Parents Association and Board of Management (MOEST 2008). MOE (2009) advocates for dialogue between students and the principal. There ought to be fora for students to express their views (Kindiki 2009). The principal must ensure that there are active programs for managing students' discipline.

According to a study done by Kiprop (2012) on leadership practices in the management of discipline in public schools in the post caning era, all parents, learners and teachers in Rongai formed the population. There was stratified sampling of 8 schools, simple random sampling of 100 teachers and 40 students. Findings indicate that Principals leadership skills played a key role in management of discipline in the school. Discipline of students is a function of the administration and the principal is responsible for ensuring there is an enabling climate for students to study and excel in KCSE. Similarly, Ndeto (2015) investigated effectiveness of school rules and regulations in enhancing discipline in public secondary schools in Kangundo, Machakos. The Findings indicate that implementation of rules and regulations helped enhance discipline. These studies do not show principals' management of student's discipline and its influence on students' academic performance on a sample of 248 teachers and 33 principals in Mombasa County hence a need for this study.



In a study done by Bosire et al. (2009) on the relationship between principals' administrative approaches and students discipline in Laikipia and Nyandarua Counties sampled 211 teachers, 28 principals 22 chairpersons of Parents Association. The findings indicate majority of principals involved stakeholders in managing student discipline and that discipline was key to influencing academic goals in a school. Kaguamba and Mulola (2010) were in agreement that discipline is a key contributor to performance in national examinations. This research study sought to find principals management of student's discipline and its influence in academic performance in public secondary schools in Mombasa County.

### **2.3 Principal's Management of Capacity Building and its influence on students' Academic Performance**

According to Okungu (2013) capacity building involves innovative ways of handling new and existing content by identifying a new way of doing things, adopting best practices trends, technology and building supportive community networks. Teachers can learn from each other as they improve their knowledge of content and pedagogy Sergiovanni and Starratt (2007). According to Hauser et al. (2015) teacher professional development is designed with a view to creating a positive change for students' academic performance. It empowers the teacher with information on content, pedagogy and skills in ICT to allow integration in learning.

A study drawing on qualitative and case studies of 30 countries - American, European and Asian countries done by (Darlington Hammond et al.(2009) on the types of professional development provided to teachers realized the following percentages of preferences: workshops 91.5% school visits 22% coaching/mentoring 45% research39.8%, and peer observation 63%. These findings indicated that teachers preferred workshops through which they can develop professionally. School visits done for observation were least preferred. This study sought to find out provision of capacity building by principals being offered to teachers and their effect on students' academic performance in public schools in Mombasa County, Kenya.

In Nigeria Uchendu (2011) conducted a research on capacity building programs and secondary school teachers work in a descriptive survey in Cross Rivers State. The study focused on provision of capacity building. Survey research design was used and 200 schools were sampled. The study indicated that teachers preferred coaching, mentoring, workshops, ICT training and conferences. Least preferred was in-service training. The findings indicate a significant relationship between capacity building and teachers work performance. This study sought to identify principals' provision of capacity building programs using the survey design for 33 principals and 248 teachers on academic performance in Mombasa County, Kenya.

In Kenya, a study was done by Kyalo et al. (2015) on the relationship between teachers' capacity building and students' academic performance in public secondary schools in Nandi County. Thirty schools were sampled with a sample comprising the total population of Principals, 85 teachers and 136 students in a descriptive study design. The findings indicate that teacher capacity development influences quality of education depended on effective teaching skills, knowledge and attitude acquired by teachers through continuous training in pre and in service courses. In a case study adopted by Kiriskoi (2015) on Integration of ICT education in a secondary school in Kajiado County with a population of 535 students and 23 teachers, a sample of 30 students and 18 teachers participated in the study. The findings indicate a significant improvement in school mean from 6.2 in 2007 to 8.4 in 2015. This indicates that academic performance increased with integration of ICT in teaching and learning. These studies do not address influence of principals' provision of capacity building to teachers on students' academic performance in Mombasa County, Kenya.

#### **2.4 Principals' Provision of Teaching and Learning Resources and Academic Performance**

Bloomberg (2011) cites how instructional materials make learning a real experience and enhance the teachers' effort in overcoming difficulties that mar physical demonstration in a classroom while sustaining students' interest. An educational resource is a tool that aids learning through discussion, observation, field trips, dissection or experimentation.

Muasya (2012) identifies the Principal of a school to have a key role in mobilizing the Parents Association to raise funds for acquiring requisite facilities. The principal has the duty to focus on learning out comes of students when resources are used to aid learning.

A study was done in Taluka Pakistan by Teenvo (2011) on challenges faced by teachers and students in teaching and learning English at secondary school level. The study was done using survey design in which questionnaires were administered to teachers and students. The 11 teachers and 70 students also participated in focus group discussions while 6 experts were interviewed. Findings indicated that lack of facilities hindered teaching and learning of English language. This study sought to investigate the influence of principals' provision of resources for teaching and learning on students' performance using questionnaires to be administered to 248 teachers and 33 principals. Both quantitative and qualitative data was analyzed.

Okobia (2011) carried out a descriptive study on availability and teachers' use of instructional materials and resources in the implementation of social studies in junior secondary schools in Edo State, Nigeria. A sample of 50 social studies teachers was randomly selected from 50 junior secondary schools in five local government areas. Data analysis was done using a t-test for hypothesis and simple percentages. Where instructional materials and resources were inadequate, the quality of teaching and learning was affected adversely. This research study sought to use a sample of 248 in six constituencies in a population of 825 and a sample of 30 percent of the total population of teachers in a survey research to find out the influence principal's provision of teaching and learning resources and its effect on academic performance in public schools in Mombasa County.

Livumbaze & Achoka (2017) carried out a study on the effect of teaching and learning resources on students' achievement in secondary schools in Hamisi Sub County. Survey research was done with a sample size of 525 teachers. Indication of poor performance in national examinations was seen to be as a result of 41.7 percent of schools having libraries but inadequate reading materials. 3 schools had high scores in science subjects because they had well-furnished laboratories for Science subjects. The findings indicate that

students were motivated to have extra lessons that lead to the high scores in students' academic performance. Similarly, Mutsoso and Nasongo (2013) highlight in their study done in Vihiga County the need of having quality and quantity of teaching aids to support effective learning that enhances students' academic performance.

Akungu (2014) notes the importance of libraries in schools that facilitated a learner centered approach to learning and well stocked laboratories influenced effective learning which led to students posting high scores in KCSE. Where resource utilization is evident learning outcomes are high and schools with adequate teaching and learning materials post good results. This study sought to find out the influence of the Principals provision of teaching/learning resources on performance in students' academic performance in public secondary schools in Mombasa County in a target population of 825 teachers using a structured questionnaire in the research design.

## **2.5 Influence of Principals' Supervision of Teachers and Academic Performance**

Supervision of teachers identifies the need for professional development. A school principal is required to motivate teachers and students to focus on continuous improvement by identifying the mission, vision of the school. Murphy (2013) notes that instructional approaches by school manager should include pre observation conference, during class observation and post observation conference which should give feedback and highlight strengths and weak areas of the lesson as well as identify the need for capacity building. Dipaola and Hoy (2008) posit that principals should inculcate reflective practice in order to improve instruction for subsequent lessons.

In Tennessee in a bid to enhance the quality of education, 50% of teacher evaluation is based instruction, professionalism, and planning (Wallace foundation 2010). Sidhu and Fook (2010) highlight that assessment outcomes noted by the principal ought to give feedback so that capacity can be built. Barber and Mourshed (2009) on behalf of McKinsey analyzed 20 schools systems, had over 200 interviews on how the world's best performing schools top, highlight a supervisory technique overseen by the principals which has a collaborative culture and collective responsibility of a Professional Learning Community

(PLC). In this practice various departments work as a team and share essential learning content and pedagogy to monitor whether objectives set have been made and if not which interventions can be put in place. Teachers collaborate on continual improvement of students' performance. Louis and Wahlstorm (2011) PLC has a positive effect in improving students' performance in examinations. From this study collaboration is encouraged. This research study sought to find out if principals in Public Secondary Schools in Mombasa County encourage instructional supervision in a bid to enhance students' academic performance.

In Malaysia, a study was done by Hoque et al. (2020) to determine the relationship between supervision and teachers' performance and attitudes in secondary schools. 50 supervisors and 200 teachers' responses were collected from questionnaires. Descriptive statistics were used to collect data on supervision by principals and teachers level of performance in their work after supervision. Multiple regression analysis was used to test relationship between principals' supervision and teachers' performance and attitude. Findings indicated directive supervision is positively and significantly related to teachers' performance and attitude. My study sought to use a five Likert point questionnaire in survey research and content analysis to examine the influence of principals' supervision of teaching on students' academic performance in Mombasa County, Kenya.

In Nigeria, Archibong (2010) carried out a study on instructional supervision in the administration of secondary education as a panacea for quality assurance in Nassarawa state. A research sample of 250 was used from simple random sampling. The study used descriptive design; a questionnaire was used to obtain data from 92 teachers in 37 senior secondary schools. The findings indicate that students' performance improved depending on principals checking of the lesson plans, notes, a record of the workbook, and class visits. This research study sought to target schools in four strata and a sample of 248 teachers and 33 principals in survey research to find out the influence of principals' supervision on the performance of students' academic performance in Mombasa County, Kenya.

Nestanet (2014) quotes a study in Ethiopia 85 principals and 1240 teachers selected by stratified sampling in low performing schools and saturated sampling in high performing schools. Findings indicated that principal's supervision of teaching and learning lead to increased academic performance. This study used 33 principals and a sample of 30 percent of 248 teachers to find out the effect of principals supervision of teachers and the influence on students' academic performance.

Nyamongo et al.(2014) did research in 24 schools in Nyamira via census 24 principals and 24 teachers were picked through simple random sampling on school-based factors and students' performance. Findings indicate that supervision of teachers by the principal which includes checking of lesson notes, students' notes, punctuality, and classroom observation leads to enhanced students' performance. Musungu and Nasongo (2008) did a study on factors influencing academic performance in public secondary schools in Vihiga on curriculum delivery that will adequately prepare students for examinations. This research study sought to find out the influence of principals' supervision of teachers on student academic performance in public secondary schools in Mombasa County, Kenya.

## **2.6 Summary of Literature Review**

According to reviewed literature, discipline is requisite to students excelling in their studies have been explored in several European, Asian and American countries Stoll (2009), Cotton (2005), Docking (2006), (Hernandez and Seem 2004); in African countries Masista (2008), Too Okiema (2011); (Ouma Simatwa and Serem 2013) and (Bosire, Sang Kiumi & Mungai 2009) in Kenya. (Kibet, Kindiki, Sang & Kitilik 2012) opine that student leaders are instrumental in managing students' discipline. Centre for public education (2009) indicates preferred methods of teacher development to include workshops, school visits, coaching, and research and peer observation. Capacity building for teachers enhances students' performance in examinations Kyalo, Jepketer and Kombo (2015).

Muasya (2012) posits that schools with adequate teaching and learning resources perform better than those without. Dahar and Faize (2011) opine that learning resources enhance students' performance. Supervision of teachers by the principal identifies professional

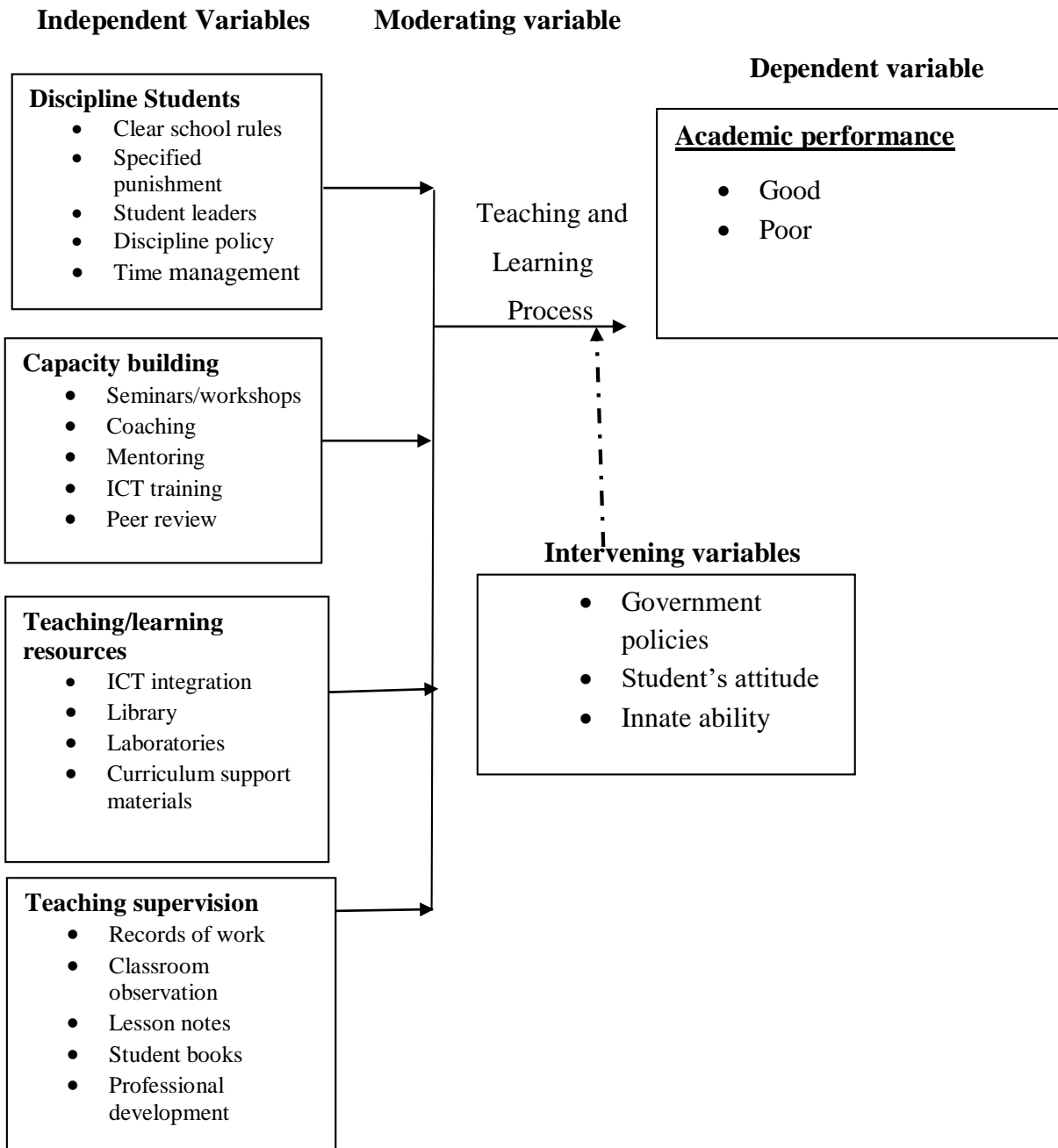
needs of teachers. Archbong (2010); (Tsegaye & Moges 2014) posit that supervised instruction by the principal makes an improvement in performance. Literature reviewed in this study on principals' management practices is on studies that have been done in other regions and counties where the location and financial footing is different from Mombasa County. Evident is the fact that a gap exists which this study sought to fill by focusing on Principals management of student's discipline, capacity building, teaching and learning resources and teacher supervision and their influence on Student's academic performance in Mombasa County, Kenya.

## **2.7 Theoretical Framework**

The study is based on Effective Schools Theory Model by Lezotte (2010). This theory model contains seven main correlates of an effective School. This study uses the theory model as the seven correlates underpin principals' management practices which include students discipline, capacity building, and provision of necessary materials and posits principals' supervision of teaching and learning allows observation of obstacles and timely interventions can be taken. Several researchers have used this theory including Waweru and Nyagosia (2013) who finds it crucial for principals aspiring to enhance students' performance.

Koskey (2015) notes it is applicable in any school setting. Weaknesses of the theory are that cross checking is time consuming and resources have a cost implication. Its strengths are that the principal has at his disposal management cues that guide students' to do well in the examination. Effective school's theory model holds the vision that all students can succeed through high expectations and strong collaborative practices. The theory posits that there is a strong relationship between principals' management practices and students' academic performance.

## 2.8 Conceptual Framework



**Figure 2.1: Conceptual framework on the relationship between principals' management practices and students' academic performance**



The conceptual framework illustrates the way in which the variables in the study are connected to one another. The framework demonstrates that the academic performance of students is affected by a number of factors, including Student Discipline, Capacity Building, Teaching/Learning Resources, and Teacher supervision. These factors are listed in the framework. These are examples of independent variables, and the performance of the students will serve as the dependent variable. The framework suggests that there is student discipline when there are clear rules, specified punishments, student leaders, a discipline policy, and effective time management. Participation in seminars, coaching, mentoring, training in information and communication technology, and peer review all contribute to capacity building. There should be sufficient resources for teaching and learning, such as materials to support the curriculum, integration of information and communication technology, a library, and laboratories. There is provision for professional development and checking of teacher supervision records of work, classroom observation, lesson notes, and students' books. Learners' attitudes and innate abilities, as well as their academic performance, will improve in public secondary schools located in Mombasa County as a result of government policies that are guiding the school. The above explanation is illustrated in a pictorial form in figure 2.1.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter explores the literature for the study on the influence of principals' management practices on the academic performance of students. Under the following subheadings, the review was conducted: students' discipline and academic performance, capacity building and academic performance, provision of teaching and learning materials and academic performance, and supervision and academic performance. It gives a synopsis of the literature review, as well as the theoretical and conceptual perspectives

#### **3.2 Research Design**

This study adopted a descriptive research design. Research design is viewed in form of its description and interpretation without manipulation (Jwan 2010). In addition, Mugenda and Mugenda (2008) assert that descriptive survey design helps a researcher to gather, summarize, present and interpret information for the purpose of clarification. Any research undertaking involves lots of cost implications hence this design will be deliberately selected for the study because it allows for quick data collection at a comparatively cheap cost (Grinnel, & Yvonne 2013). Using a descriptive technique, the researcher was able to gather a wide range of information about Principals' management practices and their impact on student's academic performance in public secondary schools in Mombasa County in Kenya.

There were no factors manipulated in this study because it was carried out under conditions requiring direct replies from participants. The study adopted the descriptive research method which is meant to collect data in order to answer questions about the current status of the subject or topic of the study. Descriptive methods use formal instruments to study the preferences, attitudes, practices, concerns or interests of the subjects under study. Both quantitative and qualitative approaches were used.

### **3.3 Target Population**

The target population consists of all individuals, instances, or objects that have certain characteristics and to which the researcher wants to generalize the study's findings Mugenda and Mugenda (2012). Records at County Education Office show that Mombasa County has 33 Principals and 825 teachers. The study, targeted 33 principals since they are in charge of administering school discipline and academic matters and also the 825 teachers since they are considered to have knowledge of factors influencing students' academic performance in Mombasa County, Kenya. The deputies were not involved because they play the same roles as the principals in administering students' school discipline.

### **3.4 Sampling Techniques and Sampling Size**

A sample is a group of things taken from a population in order to figure out what the population is like Cresswell (2013). The researcher used three different ways to choose the size of the sample: stratified sampling, simple random sampling, and purposive sampling. There are 33 public secondary schools in Mombasa County. There are 17 mixed/day schools, 2 boarding schools for boys, 6 single day schools for boys, and 8 single day schools for girls.

The study used stratified sampling technique to divide the population into three groups: mixed day/boarding schools, mixed day schools, and schools for only boys or only girls. Mugenda and Mugenda (2003) recommend a representative sample of between 10 and 30% for a descriptive research.  $30\% \text{ of } 17 = 5$  mixed day,  $30\% \text{ of } 2 = 0.6 \approx 1$  boarding boys schools,  $30\% \text{ of } 2 = 0.6 \approx 1$  boarding girls schools,  $30\% \text{ of } 6 = 1.8 \approx 2$  day boy's schools and  $30\% \text{ of } 8 = 2.4 \approx 2$  day girl's schools. Therefore 30% of each stratum will yield 5 mixed and day, 1 mixed boarding school, 2 day boy's schools and 2 day girls' schools. Simple random sampling technique was used to select the schools in each strata except the strata with one school where census technique will be used. Names of the schools from the four strata's will be written in a piece of paper and folded and shuffled in 4 separate bowls as per the strata's. 5 schools will be picked from the mixed day, 1 from the single boarding (boys) and 2 from the single gender day schools that is one boy's school and 2 girls' schools. Purposive sampling technique was used to sample principals and teachers in table 3.1

Sample size below. Their inclusion will then be used as predetermined by the selection of their schools.

In using purposive sampling technique to select the Principals and the teachers, the researcher believes that the respondents would give the required information for the study because they are in charge of disciplinary and academic matters in their schools. To ensure gender equity in schools where the numbers of female teachers were more than male teachers and vice-versa, the researcher used purposive sampling technique.

**Table 3.1: Sample Size**

<b>School Category</b>	<b>Target Population</b>	<b>Sample Size</b>	<b>Teachers</b>
Mixed/day school	17	235	70
Single boarding (boys)	2	176	53
Single day(boys)	6	225	68
Single day(girls)	8	189	57
<b>Total</b>	<b>33</b>	<b>825</b>	<b>248</b>

### **3.5 Research Instruments**

The instruments used for primary data collection in this study were questionnaires for teachers and principals. The questionnaire consisted of five sections. Section A sought the respondent's demographic data. Section B examined the measurement of student's discipline influencing the academic performance. Section C addressed Capacity Building influencing students' academic performance. Section D captured data on measurement of teaching and learning resources and its influence on student's academic performance while Section E obtained data on the measurement of supervision of teachers and its influence on students' academic performance. The questionnaire collected both qualitative and quantitative data. The teachers' questionnaire was addressing the teachers' viewpoint about the Principals management practices on the students' academic performance. The principals' questionnaire sought to measure the management practices initiated by them and their effect on students' academic performance.

### 3.6 Validity of the Research Instruments

Validity is how well research instruments measure, a document may be enhanced if it measures what it's supposed to, says Akiwenzie (2009). The instrument was checked for its goal, and 10 percent of participant's questionnaires were tested. The document was checked for its goals. 10% of participants tested the instruments. Akiwenzie (2009) advised a 10% pilot sample, therefore 3 principals and 25 teachers participated. These were from table 3's sample size and weren't used in the main study. Based on piloting results, ambiguous or unclear items were modified or removed to garner suitable responses from respondents. The researcher asked supervisors to review the instruments' accuracy. This researcher did not include these schools that were subjected to the pilot stud

### 3.7 Reliability of Research Instruments

Mugenda and Mugenda (2013) asserted that, the accuracy of data collected largely depends on the data collection instruments in terms of validity and reliability. Instruments reliability is the extent to which a research instrument produces similar results on different occasions under similar conditions. It is the degree of consistency with which it measures whatever it is meant to measure Bell, (2010). Reliability is concerned with the question of whether the results of a study are repeatable. The researcher determined the internal consistency of the instrument items through a single test administration for the six sets of questionnaires in six schools namely Kashani Secondary, Miritini Complex Secondary School, Khadija Secondary School, Kwa Bullo, Bomu Secondary School and Concordia High School from Mombasa County which were not part of the actual research. Reliability coefficient of the research instrument was assessed by using Cronbach's alpha ( $\alpha$ ) which is computed as follows:

$$\alpha = \frac{k}{k-1} \times [1 - \frac{\sum (S^2)}{\sum S^2 \text{sum}}]$$

Where:

$\alpha$  = Cronbach's alpha

k = Number of responses

$\Sigma (S^2)$  = Variance of individual items summed up  $\Sigma S^2_{sum}$  = Variance of summed up scores

The researcher determined the reliability of the instrument items through a single test administration for the six sets of questionnaires piloted in six schools was not be part of the factual research. The values ranging from 0-1 in which the increase in value shows increase on reliability. Thus the coefficient value ranging 0.7 and above is a recommended as it shows the accepted reliability. Further, Mugenda and Mugenda (2012) indicates that 0.8 coefficient value is most recommended. Therefore, the reliability test obtained a correlation coefficient of 0.846.

**Table 3.2 Results of Reliability Tests on Principals' Questionnaire**  
**Cronbach's Number of Comment Alpha**  
**Index (α) Questionnaire**  
**item**

Students discipline	.782	5	Reliable
Capacity building	.844	5	Reliable
Provision of teaching and learning resources	.836	4	Reliable
Principal supervision	.790	5	Reliable
<b>Average Score</b>	<b>.849</b>	<b>19</b>	<b>Reliable</b>

The results from reliability test on Principal's questionnaire were given as follows: Student's Discipline, Capacity building, Teaching and learning resources and Principals' supervision with alpha values as .782, .844, .836, and .790 respectively produced using SPSS 21.0. The average alpha coefficient for every industry variable was way above that fulfills Mugenda and Mugenda (2013) suggestion that 0.7 coefficient value of higher shows that the tools are highly reliable. Therefore, the average score of alpha index ( $\alpha$ ) value of 0.846 obtained was thus acceptable as it is within the range.

**Table 3.3 Results of Reliability Tests on Teachers Questionnaire**

<b>Research Variable</b>	<b>Cronbach's Alpha Index(<math>\alpha</math>)</b>	<b>Number of Questionnaire Item</b>	<b>Comment</b>
Student Discipline	.837	5	Reliable
Capacity building	.834	5	Reliable
Teaching and learning resources	.836	4	Reliable
Principals' supervision	.839	5	Reliable
<b>Average Score</b>	<b>.846</b>	<b>19</b>	<b>Reliable</b>

The results from reliability test on Teachers questionnaire were given as follows: Student's Discipline, Capacity building, Teaching and learning resources and Principals' supervision with alpha values as .837, .834, .836, and .839 respectively produced using SPSS 21.0. The average alpha coefficient for every industry variable was way above that fulfills Mugenda and Mugenda (2013) suggestion that 0.7 coefficient value of higher shows that the tools are highly reliable. Therefore, the average score of alpha index ( $\alpha$ ) value of 0.846 obtained was thus acceptable as it is within the range.

### **3.8 Data Collecting Procedures**

The data collection process started after obtaining an introduction letter from the Board of Post Graduate Studies (BPGS), South Eastern Kenya University (SEKU), and a research permit from the National Commission of Science, Technology, and Innovation (NACOSTI) was obtained. The research permit enabled the researcher to proceed with data collection. The researcher proceeded to seek Permission from the County Education Office and County Commissioner before any research work began. The research questionnaires were then given to the respondents, the principals, and teachers for their input.

### **3.9 Data Analysis Techniques**

Data analysis is defined by Malhotra and Birks (2006) as the editing, coding, transcribing, and verification of data. Version 21 of the Statistical Package for the Social Sciences

(SPSS) was used to analyze the data. All quantitative data were tabulated and analyzed and using descriptive charts such as frequencies, percentages, mean, and standard deviation. Using content analysis, the qualitative data from the open-ended questions were evaluated. This was done in accordance with Zina's (2010) guideline for the analysis of qualitative data, so that the acquired data could be categorized, sorted, coded, and thematically analyzed, searching for meaning, interpreting, and making conclusions based on the research objectives.

### **3.10 Ethical Considerations**

According to Bryman and Bell (2007) the following ten principles of ethical considerations have been compiled with the ethical guidelines of nine professional social sciences research associations; Research participants should not be subjected to harm in any ways whatsoever; Respect for the dignity of research participants should be prioritized; Full consent should be obtained from the participants prior to the study; The protection of the privacy of research participants has to be ensured; Adequate level of confidentiality of the research data should be ensured; Anonymity of individuals and organizations participating in the research has to be ensured; Any deception or exaggeration about the aims and objectives of the research must be avoided; Affiliations in any forms, sources of funding, as well as any possible conflicts of interests have to be declared; Any type of communication in relation to the research should be done with honesty and transparency and any type of misleading information, as well as representation of primary data findings in a biased way must be avoided. All these principles were observed in this study.



## CHAPTER FOUR

### 4.0 RESEARCH RESULTS

#### 4.1 Introduction

This section presents the results of the study which are organized in sub-sections based on the study objectives. The study aimed at investigating the influence of principals' management practices on students' academic performance in public secondary schools in Mombasa County, Kenya.

#### 4.2 Response Rate

According to Mugenda and Mugenda (2003) questionnaire return rate refers to the number of respondents who returned usable instruments for the study out of the total number contacted for study. The response rate was based on a total number of 281 questionnaires administered to 33 principals and 248 teachers. The results were presented in Table 4.1.

**Table 4.1: Response Rate**

<b>Respondents</b>	<b>Returned</b>	<b>Not Returned</b>	<b>Percentage</b>
Principals	29(87.88)	4(12.12%)	33(100%)
Teachers	227(91.53%)	21(8.47%)	248(100%)

Table 4.1 indicates that the school principals' response rate accounted for 87.88% and teachers' response rate was 91.53%. A response rate greater than or equal to 80%, according to Baruch and Holtom (2014), is adequate for data analysis. As a result, the average return rate of 89.71 percent was laudable. This was accredited to the researcher's willingness to make direct contact with the respondents.

#### 4.3 Principals management of Students Discipline influencing Academic Performance in Mombasa County, Kenya.

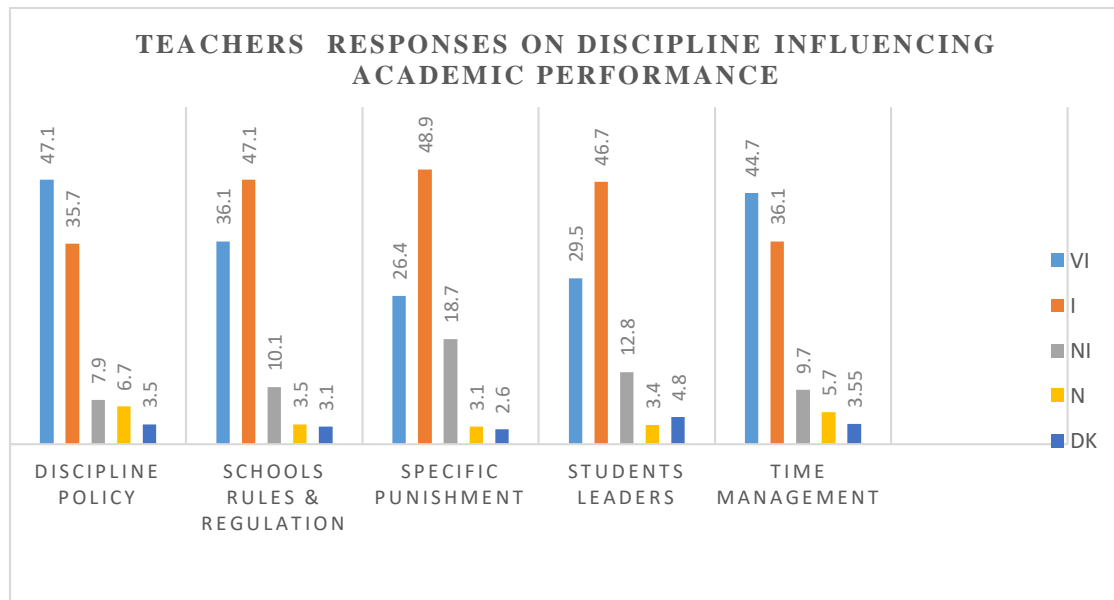
The first objective sought to investigate principals' management of students discipline on students' academic performance. Teachers were asked to indicate their opinion on the adequacy of measures on handling of discipline against a number of statements tabulated in table 4.2

**Table 4.2: Teachers’ responses on principals’ management on student discipline and academic performance**

S.N	Statements	VI f (%)	I f (%)	NI f (%)	N f (%)	DK f (%)
	Discipline policy has an influence					
1.	on student’s academic performance	107(47.1)	81(35.7)	18(7.9)	13(6.7)	8(3.5)
2.	Schools rules and regulations have an influence on students’ academic performance	82(36.1)	107(47.1)	23(10.1)	8(3.5)	7(3.1)
3.	Specified punishments have an influence on students’ academic performance	60(26.4)	111(48.9)	48(18.7)	7(3.1)	6(2.6)
4.	Students leaders play a role in student’s academic performance	67(29.5)	106(46.7)	29(12.8)	1(3.4)	11(4.8)
5.	Time management plays a big role in students’ academic Performance	162(44.7)	82(36.1)	22(9.7)	13(5.7)	8(3.55)

Table 4.2. Shows that 107 respondents 47.1 % of teachers strongly agreed that discipline policy has an influence on students’ academic policy. While 35.7 % accepted that the discipline policy influences students’ academic pperformance; 7.9 respondents’ did not agree to the statement; 6.7% chose to remain neutral and 3.5 % had no idea about the influence of discipline policy in relation to the students’ academic performance. On the influence of schools rules and regulations; 36.1 % agreed that school rules and regulations strongly influence the students’ academic policy, similarly 467.1 % agreed that schools rules and regulations influence the students’ academic performance, while 10.1 % disagreed with the statement; 3.5 % were neutral and 3.1 did not know the effect of schools rules and regulations on the students’ academic performance. On the statement about students leaders and their influence on academic performance; 29.5 agreed that they strongly influence the students’ academic performance, 46.7% agreed on its influence;

while 12.8students leadership in relation to the students’ academic performance.) disagreed ; 3.4% chose to remain neutral and 4,8 % had no idea about the influence of Student leadership on students’ academic performance; On the statement about time management and its influence on the students’ academic performance, 44.7 % agreed that its very influential on the students’ academic performance, similarly 36.1% agreed that it was influential, 9.7 % disagreed with the statement, while 5.7% were neutral and 3.5% had no idea about the effect of time management and its influence on the student’s academic performance. Figure 4.1 further summarizes the analyses in a pictorial form, where the majority of teachers’ responses preferred specified punishments, followed by student leaders, and Time management.



#### 4.4 Principals management of capacity building of teachers and students’ academic performance.

The second objective sought to determine the influence of capacity building of teachers and its influence on students’ academic performance in a school on the formulated statements, given in the questionnaire. The response of teachers was analyzed and the results were presented in table 4.3

**Table 4.3: Principals management on capacity building and students’ academic performance**

Statements	SA	A	N	DA	SD
	f (%)	f (%)	f (%)	f (%)	f (%)
1. The School has a coaching/mentorship program	80(35.24)	83(36.6)	44(19.4)	10(4.4)	10(4.4)
2. The school organizes school visits	39(17.2)	115(50.7)	55(24.2)	16(7.0)	2(.9)
3. The school conducts Seminars/workshops for teachers	52(22.9)	94(41.4)	68(30.0)	8(35)	5(2.2)
4. The school practices peer Observations	50(2.2)	82(36.1)	66(29.1)	23(10.1)	6(2.6)
5. The school has ICT integration	58(25.6)	91(40.1)	48(21.1)	24(10.6)	6(2.6)

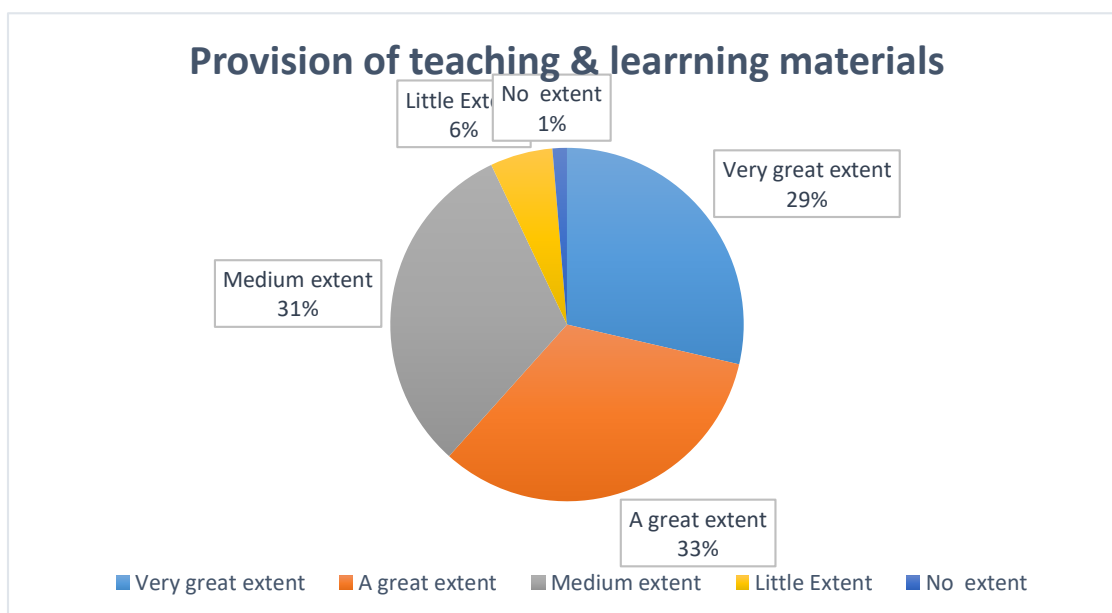
**4.5 Principals’ provision of teaching and learning resources and its influence on students’ academic performance**

The third objective sought to examine the influence of principals’ provision of teaching and learning resources and its influence on students’ performance. Teachers’ responses were collected and the analysis was done as shown below in the Table 4.4

**Table 4.4: Teachers response on Principals’ provision of teaching and learning resources and students’ academic performance**

Statement	VGE	AGE	ME	LE	NE
	f (%)	f (%)	f (%)	f (%)	f (%)
To what does principals’ provision of teaching and learning resources influence student’s academic performance	65(28.6)	75(33.0)	71(31.3)	13(5.7)	3(1.4)

The response as indicated from the above table, shows that 28.65 % of teachers agreed to a very great extent; 33.0 a very extent; 31.3% moderate extent; 6.6% agreed to a little extent and 4% agreed to no extent. The analysis was further presented in a pictorial form as shown below in figure 4.3



The above figure captures the teachers' level of agreement on the question of Principals' provision of teaching and learning resources influences students' academic performance the majority of teachers 33 Percent.

#### **4.6 Principals' Supervision and its influence on students' academic performance**

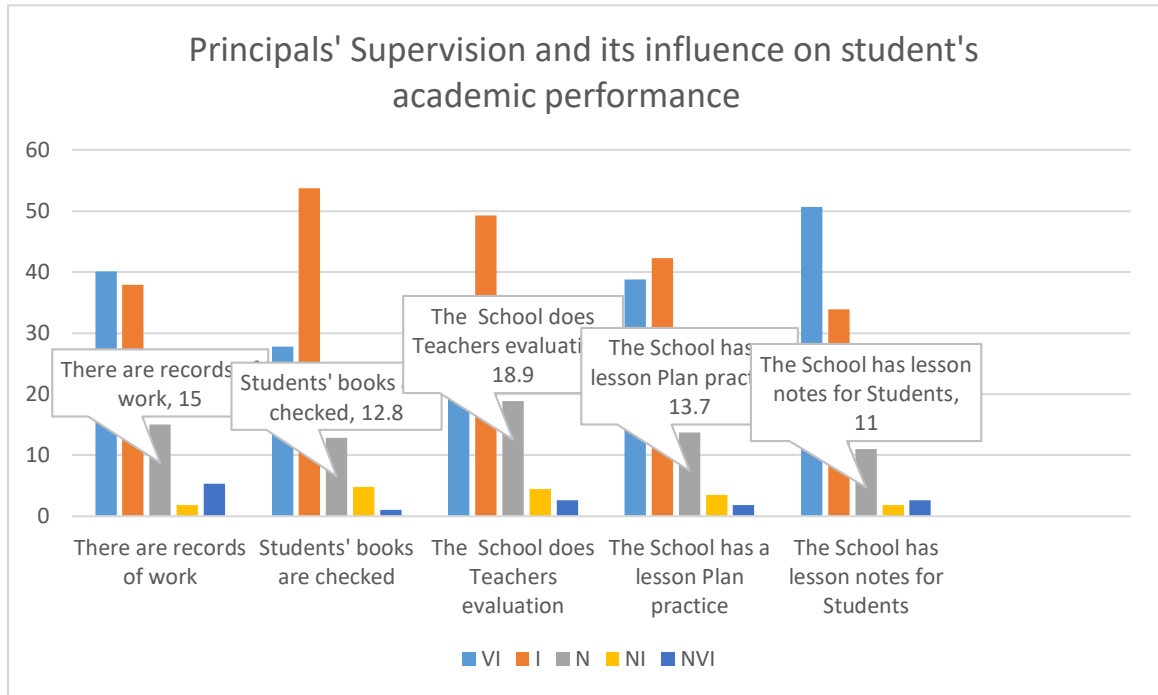
The fourth objective sought to establish the influence of principals' supervision of teachers on students' academic performance. The findings from the response were analyzed and presented in table 4.5 and further the results captured in figure 4.5 for showing clarity of the analysis.

**Table 4.5: Teachers response on influence of Principals’ supervision of teaching and learning and students’ academic performance**

Statements	VI	I	N	NI	NVI
	f (%)	f (%)	f (%)	f (%)	f (%)
1. There are records of work	91(40.1)	86(37.9)	34(15)	4(1.8)	12(5.3)
2. Students’ books are checked	63(27.8)	122(53.7)	29(12.8)	11(4.8)	2(1)
3. The School does Teachers evaluation	56(24.7)	112(49.3)	43(18.9)	10(4.4)	6(2.6)
4. The School has a lesson plan practice	38(38.8)	96(42.3)	31(13.7)	8(3.5)	4(1.8)
Policy					
5. The School has lesson notes for Students	115(50.7)	77(33.9)	25(11.0)	4(1.8)	6(2.6)

Table 4.5 shows that 91 respondents from a total number of respondents (227) representing 41.1% agreed to the statement that there are records of books that are checked and has a very influential effect on the student’s academic performance; similarly, 86 respondents from a total number of 227 representing 37.9 Percent of all the respondents agreed to the statement being influential; while 4 respondents making 1.8 Percent of the total participants indicated to differ and found it not influential and 12 respondents similarly differed with the statement and found it not to be very influential. On the statement about students, books are checked, 63 respondents from the total number of respondents (227) giving a 27.8 Percent shared the view that it was very influential, similarly, 122 respondents with the 53.7 Percent of the participants agreed with the statement to be influential on the students’ academic performance while 29 respondents making a percentage of 12.8 Percent were neutral, 4.8 Percent found it not influential and 12 chose not very influential. On teachers evaluation 24.7 Percent chose very influential, 49.3Percent influential, 18.9 Percent opted to be neutral, while 4.4 chose not influential and 2.6 disagreed with the statement and chose not very influential. On the statement about whether lessons plans are prepared and checked 38.8, 42.3 found it to be influential, 13.7 Percent neutral while 3.5 Percent not influential and 1.8 Percent disagreed with the statement and opted for not very influential, On the statement about school providing class notes 50.7 Percent chose to agree that its very influential towards students’ academic performance,33.9 Percent agreed, 11.0 Percent

were neutral while 1.8 Percent not influential and 2.6 Percent not very influential. The figure below reflects in pictorial form the stated Opinions of the Principals.



**4.7 Principals’ views on Student’s discipline and its influence on students’ academic performance**

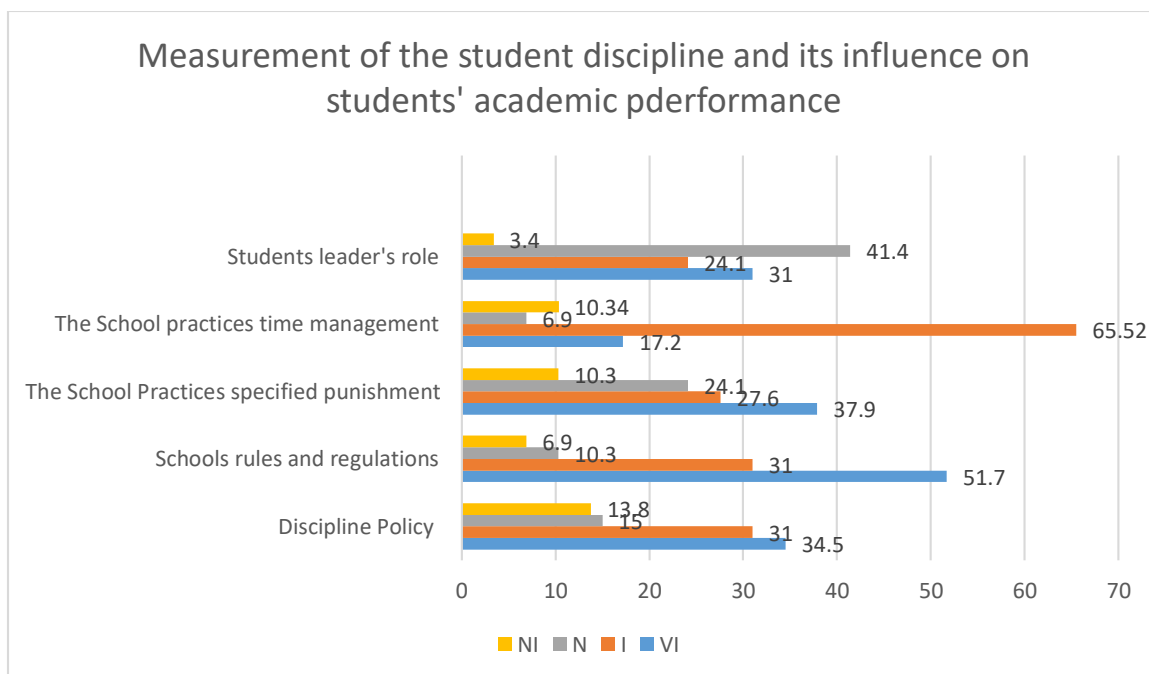
The first objective was to establish influence of principals management of students discipline academic performance in Public secondary school in Mombasa County. The Principals were given the questionnaires and the completed ones were returned, tabulated and analyzed as given in table 4.7 below

**Table 4.6: Principals views on management of Students discipline and students' academic performance**

Statements principals'	VI f (%)	I f (%)	N f (%)	NI f (%)
1. Discipline Policy	10(34.5)	9(31.0)	4(15)	4(13.8)
2. Schools rules and regulations	15(51.7)	9(31.0)	3(10.3)	2(6.9)
3. The school practices Specified punishments	11(37.9)	8(27.6)	7(24.1)	3(10.3)
4. Students leader's role	9(31.0)	7(24.1)	12(41.4)	1(3.4)
5. The School practices time management	5(17.2)	19(65.52)	2(6.9)	3(10.34)

Table 4.6, shows principal's responses on the various statements given in the questionnaire, on the question regarding the existence of a discipline policy, 10 principals out of 29 respondents making it 34.5Percent agreed that it practically has a great influence on students' academic performance, 31.0 Percent agreed at the level of influential; 15 Percent were neutral and 13.8 Percent found it not to be influential. On the statement about schools' rules and regulations, 51.7 Percent agreed that the statement is influential while 31Percent remained neutral and 6.9 Percent found the statement not influential on students' leaders' role and its influence on students' academic performance. On the statement about school practices, good time management 17.2 Percent agreed that it has a very influential influence on students' academic performance, while 6.9 took neutral a position and 10.34 Percent did not find it to be influential the statement that the school practices good time management.





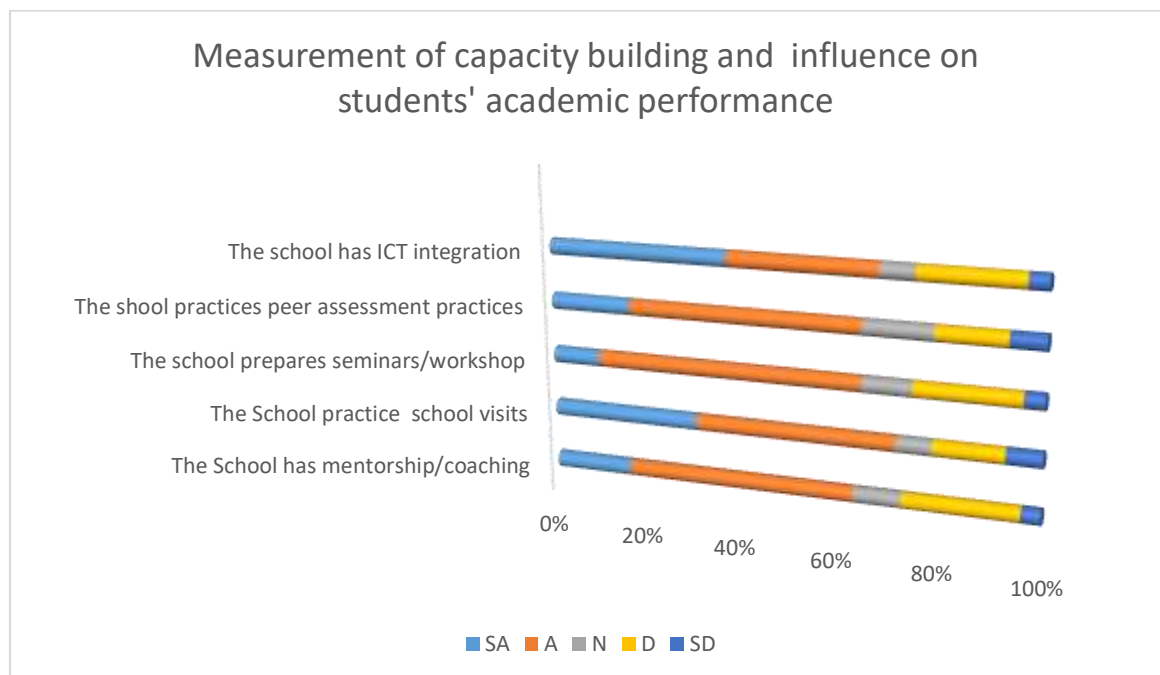
#### **4.8 Principals management of capacity building of teachers and students' academic performance**

The objective ought to determine the principals management of capacity building and its influence on the students' academic performance, the principals responses were collected with the help of the questionnaires coded and tabulated the table 4.7 gives the responses as well as the percentages they represent below in table 4.7.

**Table 4.7: Principals response on management of capacity building of teachers and its influence on students' academic performance**

Statements	SA f (%)	A f (%)	N f (%)	D f (%)	SD f (%)
The school has mentorship/coaching	5(17.2)	13(44.8)	3(10.3)	7(24.14)	1(3.45)
There is a practice of school visits	9(31.03)	12(41.38)	2(6.9)	4(13.8.)	2(6.9)
There exists seminars/workshop	3(10.3)	16(55.17)	3(10.34)	6(20.7)	1(3.45)
peer assessment practice	5(17.24)	14(48.28)	4(13.79)	4(13.79)	2(6.9)
The school has ICT integration	11(37.93)	9(31.03)	2(6.9)	6(20.7)	1(3.45)

The principals were asked about the statement given in the questionnaire, about the school having the mentorship/ coaching program 17.2 Percent strongly agreed , 44.8 Percent agreed while 10.3 Percent remained neutral , 24.14Percent disagreed and 3.45Percent strongly disagreed and the statement about school practicing school visits 31.3Percent strongly agree , 41.38Percent agreed, 6.9 Percent were neutral, 13.8 Percent disagreed and 6.9Percent strongly disagreed on the statement about the schools go for school visits 31.03Percent strongly agreed, 41.38 agreed, 6.9 Percent were neutral , 20.7 disagreed and 3.45 Percent strongly disagreed and on the schools performing seminars/Workshops 17.2 Percent strongly agreed, 55.17 Percent agreed, 10.34 remained neutral,20.7 Percent disagreed and 3.345Percent strongly disagreed. On the statement about Peer assessment practice 17.24Percent, 48.28 Percent agreed, 13.79 Percent were neutral 13.79 Percent disagreed and 6.9 Percent strongly disagreed with the statement on the statement about the school has ICT integration 37.93Percent strongly agreed, 31.03Percent agreed, 6.9Percent chose to be neutral, 20.7Percent disagreed and 13.45Percent strongly disagreed with the statement that the school is ICT integration to influence the students' academic performance. This analysis is further depicted in figure 4.7 given below for ease of interpretation and clarity.



#### 4.8 Principals’ provision of teaching and learning resources and its influence on student’s academic performance

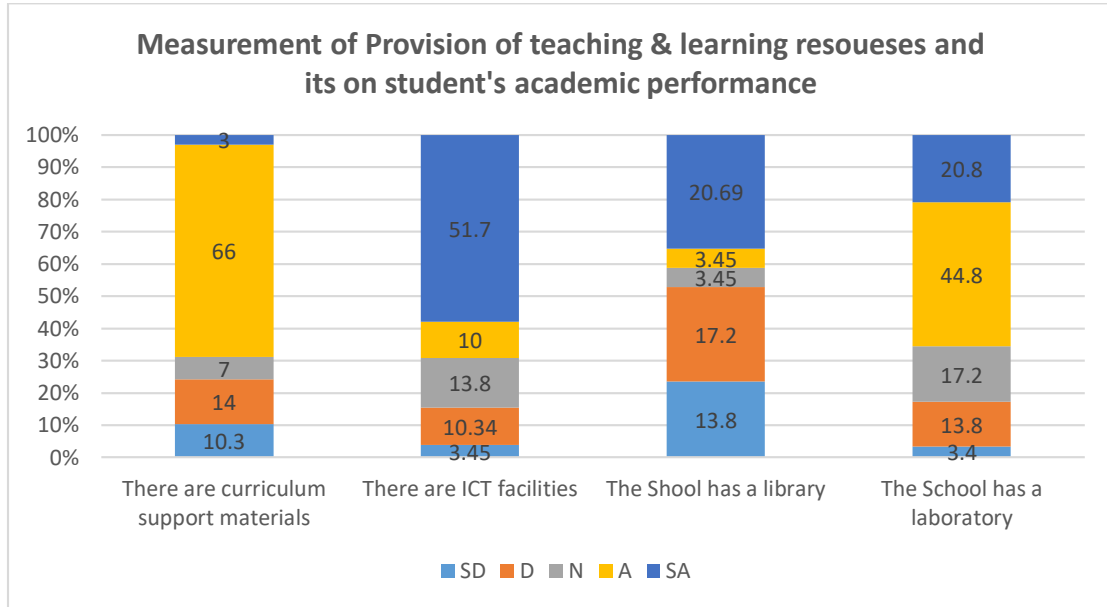
The third objective of the study was to examine the influence of the principals’ provision of teaching and learning resources on students’ academic performance in Public Secondary schools in Mombasa County. The Principals were asked to give their views on their role in provision of teaching and learning resources and its influence on students’ academic performance, their responses were collected and tabulated for further analysis, the findings were as given in the table below.

**Table 4.8 Principals response on provision of teaching and learning resources and its influence on students’ academic performance**

Statements	SD f (%)	D f (%)	N f (%)	A f (%)	SA f (%)
1. There are curriculum support materials	3(10.3)	4(13.8)	2(6.9)	19(65.5)	1(3.4)
2. There are ICT Facilities	1(3.45)	3(10.34)	4(13.79)	3(10.34)	15(51.7)
3. The school has a library	3(13.8)	5(17.2)	1(3.45)	6(20.69)	16(55.17)
4. The School has laboratories	1(3.4)	4(13.8)	5(17.2)	13(44.8)	6(20.7)

The findings in the table indicate the presence of curriculum support materials, 10.3 of the respondents strongly disagreed with the statement that it had any influence on the student’s academic performance, 13.8Percent disagreed, 6.9 Percent remained neutral whereas 65.5Percentagreed with the statement and 3.4Percent strongly agreed with the statement. On the statement about the existence of an ICT facility 3.45Percent strongly disagreed, 10.34Percent disagreed,13.79Percent remained neutral 10.34Percent agreed and 51.7Percent strongly agreed with the statement that there exist ICT facilities which influence strongly the academic performance of the students. On the statement about the library facilities, 13.8Percent strongly disagreed, 17.2Percent disagreed, 3.45Percent remained neutral while 20.69 Percent agreed and 55.17 Percent strongly agreed with the statement. On the statement about the school having laboratories facilities 3.4Percent strongly agreed, 13.8 Percent disagreed, 17.2Percent were neutral while 44.8Percent agreed and 20.7Percent strongly

agreed. The analysis was further depicted in the chart below to show in the pictorial form the various responses as tabulated in the table above.



**Table 4.9: Principals supervision of teachers and its influence on students’ academic performance**

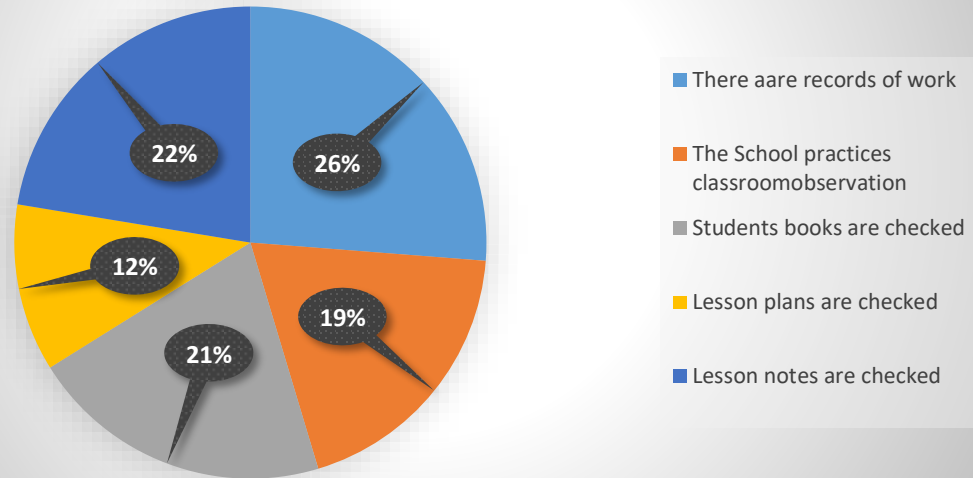
The fourth objective sought to establish principals’ supervision of teachers and its influence on the student’ academic performance. The responses are as indicated in Table 4.9.

**Table 4.9 Principals response on supervision of teachers and students academic performance**

Statements	VI	I	MI	NI	DK
	f (%)	f (%)	f (%)	f (%)	f (%)
1. There are records of work	14(48.3)	3(10.3)	7(24.1)	4(13.79)	1(3.45)
2.The school practices classroom observation	10(34.5)	11(37.9)	5(17.2)	1(3.4)	2(6.9)
3. Students’ books are checked	11(37.9)	10(34.5)	5(17.24)	2(6.9)	1(3.45)
4. lesson plans are checked	6(20.69)	16(55.17)	3(10.34)	2(6.9)	2(6.9)
5.Lesson notes are checked	12(41.4)	8(27.59)	6(20.69)	1(3.45)	2(6.9)

The above table shows that 48.3Percent of the Principals' opined very influential, 10 percent chose influential, 10.3percent chose influential, 24.1Percent chose moderately influential, 13.4 79 percent chose to remain neutral and only 4Percent had no idea about the effect of the existence of records books and its relation to the students' academic performance. On the question about whether the school practices classrooms observation, the Principals' overwhelmingly responded positively,34.5 Percent chose very influential, 37.9 Percent chose influential, 17.2 moderately influential, 4 Percent chose not influential and 4 Percent had no idea about whether the school practices classrooms observation and its influence on students' academic performance. On the statement about whether students' books are checked again the response was very positive, with 37.9 Percent choosing very influential, 34.5percent influential, 17Percent choosing moderately influential, 7Percent chose not influential and 4 Percent had no idea whether books are checked by the teachers and hence did not know whether it had an influence on the students' academic performance. On the question regarding lesson plans, principals choose a similar pattern of responses, with 20.69 Percent choosing very influential, 55Percent choosing influential, 10 Percent moderately influential, 7 Percent were not convinced with the statement and 7 Percent did not know. on the question about if lesson notes were prepared and checked the principals responded with 41Percent plans existence and students' influence on students' academic performance very influential, 28Percent influential, 21 percent moderately influential, and 7 Percent had no idea about the influence of lesson plans and their influence on students' academic performance. The findings were further captured in a diagram that gives visual representation of the study analysis.

## Principals' of Teachers supervision measurement



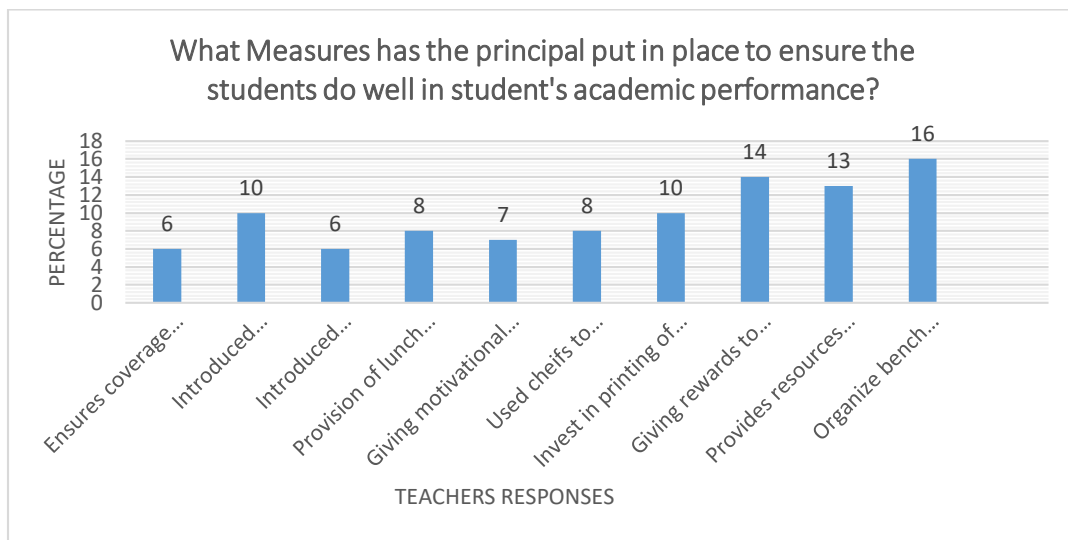
### Content analysis

The teacher's responses to what initiatives the principal has put in place to ensure students do well in academic performance were answered in a pattern that illustrated similar views but using different wording hence the researcher identified them and classified the responses in a cluster of ten representing all the opinions and tabulated them as per the table below.

**Table 4.10 Teachers responses on initiatives made by principal to ensure students do well in students' academic performance**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Ensures coverage of the syllabus	31	14
Introduced rewards for the best performed student	26	11
Introduced morning/afternoon classes	16	7
Provision of lunch to the students	10	4
Giving motivational talks to students to work hard	18	8
Used chief to control absenteeism	21	9
Invest in printing of exams from of other schools	15	7
Giving rewards to best improved subject in KCSE	18	8
Provide resources for teaching and learning	33	15
Organize bench marking to other Counties	39	17
<b>Total</b>	<b>227</b>	<b>100</b>

The teachers response with the highest opinion of 17 Percent was that of organizing benchmarking and the least was about the provision of lunch to the students at the rate of 4 percent the rest of suggestions are captured in the figure 4.9 below



The responses from the principals on the same question indicated that the majority of the principals 18Percent preferred the emphasis on syllabus completion as the major contributing factor that leads to better performance in the student’s academic performance, while 12Percent opted to suggest that introduction of rewards for the best performed student along with giving motivational talks to work hard 12Percent, and providence of resources for teaching and learning 12Percent, while the next suggested factor was the introduction of morning & evening classes9Percent, provision of lunch to the students 9Percent; and use of chiefs to control absenteeism. Others suggested investment in the printing of exams from other schools 6Percent, giving rewards to best improved subject in KCSE 6Percent, and also 6Percent suggested organizing benchmarking to other schools could lead to better student’s academic performance.

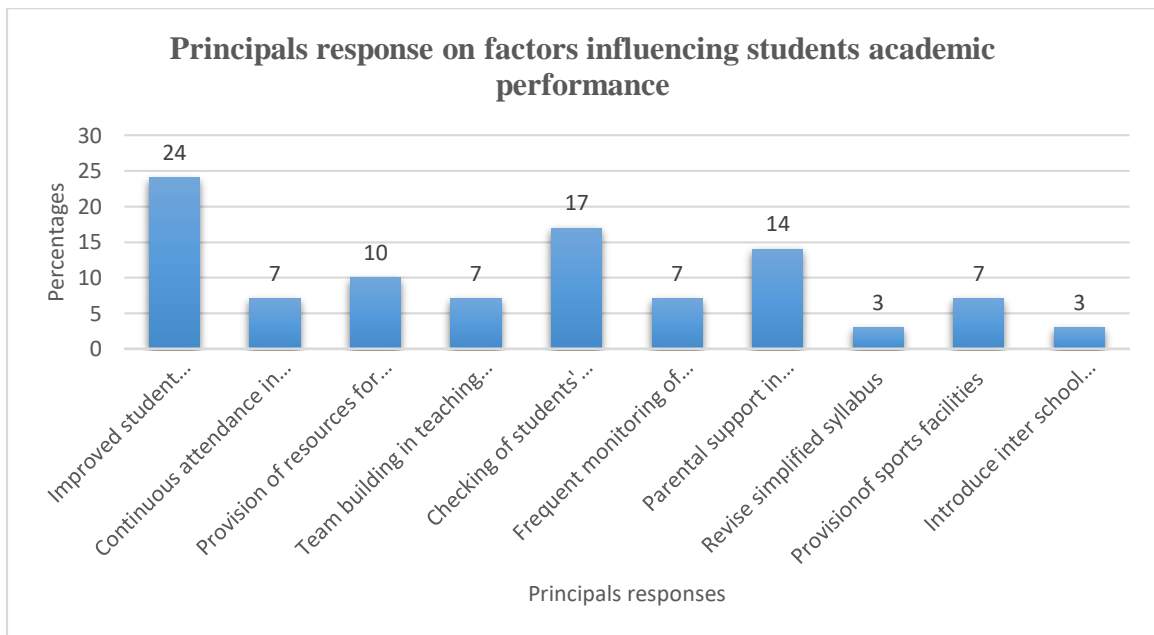
The Principal’s responses on factors likely to influence students’ academic performance were answered in a pattern that illustrated similar views but using different wording hence the researcher identified them and classified the responses in a cluster of ten representing all the opinions and tabulated them as per the table below.

**Table 4.11. Principals view factors that are likely to influence students’ performance in academic performance.**

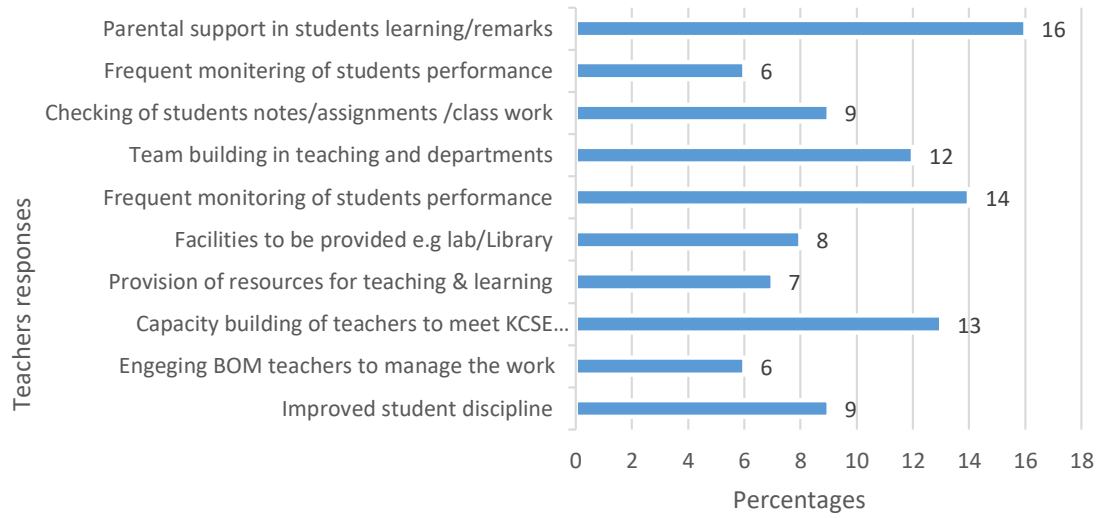
<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Improved student discipline	7	24
Continuous attendance in School	2	7
Provision of resources for teaching and learning	3	10
Team building in teaching and departments	2	7
Checking of students’ notes/assignments/class work	5	17
Frequent monitoring of students’ performance	2	7
Parental support in students /remedial	4	14
Revise simplified syllabus	1	3
Provision of sports facilities	2	7
Introduce inter school debates/ sports activities	1	3
<b>Total</b>	<b>29</b>	<b>100</b>



While on the same question was asked to the teachers gave a contrary opinion and the findings show that teachers opined that parental support in students learning /remedials had the highest suggested view 16Percent, followed by frequent monitoring of students' performance, and capacity building by the teachers had 13 Percent, while12 percent suggested that team building and departments, 9Percent suggested checking of students notes/ assignment & classwork, 9 Percent improved student discipline, 8Percent suggested facilities be provided e.g. library/ labs etc,7Percent suggested Provision of resources for teaching & learning materials, and 6Percent suggested continuous attendance in school and engaging BOM teachers to manage the work. These findings a further illustrated in the figure below.



### Factors that are likely to influence students' academic performance in Mombasa County



## **CHAPTER FIVE**

### **5.0 DISCUSSION AND INTERPRETATION OF THE RESEARCH FINDINGS**

#### **5.1 Introduction**

This chapter is a presentation of the summary of the findings, discussions and interpretation of this study. The study purposely aimed at investigating the influence of principals' management practices on students' academic performance in public secondary schools in Mombasa County, Kenya. Specifically, the study examined how Principals management of student's discipline, capacity building; provision of teaching and learning resources; and supervision of teachers influenced students' academic performance.

##### **5.1.1 Influence of Principals' management of Student's discipline on academic Performance**

The study looked at how students' academic performance in public secondary schools in Mombasa County was influenced by management of students' discipline. According to the data, 34.5 percent of principals strongly agree and 31.0 percent agreed that a discipline policy influences students' academic performance of students. This was agreed to by majority of the teachers 47.1 % who strongly agreed with the assertion that the discipline policy has very influential effect and 35.7% of teachers agreed that a discipline policy influences students' academic performance. This concurs with Way (2011) study that revealed that students supports the normative perspective that students who view school authority as legitimate and teacher-students relations as positive do well in their studies. It was also found that schools that use (deterrence framework) severe punishment do perform dismally in examinations. According to the study's results, 51.7 percent of principals agreed that rules and regulations have very influential effect on the students' academic performance but only 36.1% of the teachers agreed on the same statement that rules and regulations have very influential effect on the students' academic performance. This study is in agreement with Ofoyuru and Too-Okiema (2011) indicated that rewards, punishment, communication and counseling were highly effective. It was recommended that for sound education to be acquired, discipline should be given due consideration as it affected academic and spiritual growth. On the statement about specified punishment Principals' 37.9 percent to the statement to be very influential in students' academic

performance while the teachers' percentage was slightly small of 26.6%. This is agreement with Way (2011) the findings of the study that revealed that students support the normative perspective that students who view school authority as legitimate and teacher-student's relations as positive do well in their studies. On the statement about practicing time management the principals found the statement to be very influential at 17.2percent and influential at and 65.52 percent to be influential while the teachers 44.7 found it very influential and 36.1 to be influential in the student academic performance. This concurs with the study done by Nasrullah and Khan (2015) findings indicated that students who scored lower in time management scored poor in academic performance.

### **5.1.2 Influence of Principals management of Capacity Building on students' academic Performance.**

The aim of the study was to establish how students' academic performance in Mombasa County public secondary schools was influenced by capacity building. The principals /Teachers were asked to give their views on set of statements. On the statement regarding Coaching/mentorship and its influence on the students' academic performance response from principals 17.2 percent strongly agreed and 44.8 percent agreed while the teacher's responses 35.24 percent strongly agreed and 36.6 percent agreed. On the statement that schools arrange for school visits the principal's response was 31.03 percent strongly agreed and 41.38 agreed and for the teachers 17.2 strongly agreed and 50.7 percent agreed, On the statement as to whether schools conduct seminars/workshop 10.3percent strongly agreed and 55.7 agreed as for the teachers 22.9 percent strongly agreed and 41.4 agreed. On the statement about school practices peer observation 17.24 percent strongly agreed and 48.28 percent agreed. While the teachers 2.2percent strongly agreed and 36.1 percent agreed. On the statement about the schools having ICT facilities 37.93percent strongly agreed and 31.03 agreed while for the teachers 25.6 strongly agreed and 40.01 agreed. These findings appear to agree with other studies done by Teenvo (2011) study on challenges faced by teachers and students in teaching and learning English at the secondary school level.

### **5.1.3 Influence of principals provision of teaching and learning resources on students' academic performance**

The study sought to examine how students' academic performance in public secondary schools in Mombasa County is affected by provision of teaching and learning resources. The respondents were given a set of statements regarding the influence of provision of teaching and learning resources on the statement about there are curriculum support material, according to the results, 3.4 percent of principals agreed and 65.5 percent teachers strongly agreed that students with resources do better in school because they are given more learning materials 6.3 percent of the teachers disapproved of the comment. This is in agreement with Okobia (2011) who avers where instructional materials and resources were inadequate learning was adversely affected. Livumbaze and Achoka are in agreement that schools with adequate reading materials posted high scores in National examinations

### **5.1.4 Influence of principals' supervision of teachers and its influence on students' academic performance**

The aim of this study was to see how students' academic performance in public secondary schools in Mombasa County is influenced by Principal's supervision on the statement about school keeping records of work and its influence on students' academic performance 48.3 percent agreed that it has very influential effect to the students' academic performance and 10.3percent chose influential, while for the teachers 40.1 chose very influential and 37.9 percent chose influential. On the statement schools practicing classroom observation 34.5 percent chose very influential and 37.9 percent found it to be influential. While for the teachers 27.8 chose very influential and 53.7 found the statement influential. On the statement about student's books are checked 37.9 opted for very influential and 34.5 percent chose influential for the teachers saw the stamen to be very influential 27.8 and 49.3 percentage chose influential. On the statement about lessons are made 20.69 percent found the statement to be very influential and 55.17 percent opted for influential and for the teachers 38.8 found the statement to be very influential and 42.3 percent chose influential on the statement regarding the schools prepares lesson notes 41.4 principals found the statement to be very influential and 27.59 opted for the stamen to be influential. While the teachers 50.7 percent chose very influential and 33.19 percent found the

statement to be influential. These findings concur with a number of scholars the findings discussed do concur with other researchers. (Louisand Wahlstorm2011) PLC has a positive effect in improving students' performance in examinations. Supervision of teachers by the principal identifies professional needs by teachers. Archbong (2010); Tsegaye and Moges (2014) posit that supervised instruction by the principal makes an improvement in performance.

## **CHAPTER SIX**

### **6.0 CONCLUSIONS AND RECOMMENDATION**

#### **6.1 Introduction**

This chapter presents some conclusions drawn from the findings of the research, as well as some recommendations and some proposals for additional research.

#### **6.2 Conclusions of the Study**

##### **6.2.1 Principals management of students discipline and its influence on students' academic performance**

Student discipline is very important in determining the academic performance of students in any school. When there is a high level of discipline, the performance will be good and vice versa. In addition, having a discipline policy, enforcing the School rules and regulations increases the efficacy of the high standards of discipline. Students who were taught using instructional materials performed substantially more than those who were not, and the utilization of materials meant for instructions increased comprehension of ideas by students and contributed to better academic achievement. The study also concludes that there is a need to enhance discipline to achieve good academic performance in Mombasa County. Based on the findings of the study, therefore, concludes that schools in Mombasa County lack a discipline policy and specified punishments.

##### **6.2.2 Principals management of capacity building on student's academic performance**

On capacity building, the study established during data, coaching/ mentorship, schools visit, seminars/ Workshop for teachers, peer observation and ICT integration the most preferred options of professional development which will influence students' academic performance.

##### **6.2.3 Principals Provision of teaching and learning Resources.**

The study concluded that in public secondary schools, Provisional of teaching and learning materials positively influence students' academic performance, textbooks, revision and reference material, availability of ICT facilities well equipped library and equipped

laboratories all directly impact on performance of students in academics. This is due to fact that students have ample learning materials.

#### **6.2.4 Principals supervision of teachers and academic performance**

The study also established that records of work, student books are checked, teacher evaluation lesson plans and lesson notes are key documents that check teacher's preparation that impacts positively on students' academic performance. Supervision of teachers informs the principal the need for capacity building.

### **6.3 Recommendations of the Study**

From the study results it was established that principal can influence a teacher to enhance quality teaching and learning whose outcome is good academic performance in which students can score above average. According to the research, teachers should be resourceful in their gathering, preparation, and use of instructional materials in order to decrease costs associated with the creation and maintenance of resources and materials. To encourage active student participation in learning, teachers should also manage students properly. To boost students' academic performance, the government should provide fair distribution of resources and learning materials to all urban public secondary schools for effective teaching and learning. Regarding instructional approaches. Principals of public secondary schools should employ management techniques to improve student performance.

### **6.4 Suggestions for Further Research**

The following are suggested areas for more research by the researcher:

- i. This study was delimited on performance of student academic performance in a public secondary school in Mombasa County. As a result, a review of the factors influencing students' academic performance in public secondary, private secondary schools in Mombasa County is recommended.
- ii. A related study can be done in other Counties to ascertain how the student's academic performance in public secondary schools is influenced by other factors such as the gender balance, age brackets and teachers work experience influences students' academic performance



## REFERENCES

- Adu, A., & Osei, P. (2012). Quality Education in Ghana: The way forward. *The International Journal of Innovative research and Development*, 1(9).
- Akiwunze, C. M. (2009). *Simplified approach to Educational research*. Enugu SNAAP Press (Nigeria) Ltd.
- Akungu, J. A. (2014). Influence of teaching and learning resources on students' performance in Embakasi Kenya. *eap unobi.ac.ke pdf*.
- Alhosani, H. A. (2015). *Principals' leadership practices and their relationship to teacher's institutional practices in Sharjah Schools*. UAE University. Retrieved from <http://puaeu.ac.ae/allthesis//schorwork>.
- Archbong, F. (2012). Instructional supervision in the administration of secondary education: A panacea for quality assurance. *European Scientific Journal (ESJ)*, 8(13).
- Atta Kumah, B. N. (2015). The need for effective facility management in schools in Nigeria. *Department of Educational Foundations Imo State University Nigeria*.doi:issn15440200
- Barber, M., & Mourshed, M. (2009). *Educational leadership and Administration. Concept for students learning outcomes*. New York: books.google.co.ke >books.
- Barbour, C., & Norton, N. (2014). Best Practices for Schools Improvement Hannover Research. Blumberg, P. (n.d.). "Making evidence-based practice an essential aspect of teaching." *The journal of faculty development*, 25.3.27-32.
- Bosire, J., Sang, A. K., & Kiumi, J. K. (2009). The relationship between Principals Management approaches and students discipline in Secondary Schools in Kenya. *An International Multidisciplinary Journal*, 3, 399-43.
- Bryman, & Bell. (2011). *Business Research Methods* (3 ed.). Oxford University Press.
- Cameron, M. (2006). Managing School discipline and implications for school social workers: A review of the literature. doi:10.1093/cs/28/4.219
- Castler, G. (2014). Judgment Analysis of Schools supervision decision making in Minnesota State. *Journal of Experimental Evaluation*, 87-96.
- Cemboi, S. T. (2014). Teachers Perception of the Principals Institutional Leadership Practices and their influence on students' academic achievements. *University of Nairobi Kenya*.
- Centre of public education. (2013). *Teaching the teachers for effective professional Management in an era of high stakeholder accountability*. Alexandria. [www.centreforpubliceducation.orgpdf](http://www.centreforpubliceducation.orgpdf).

- Cooper, D. R., & Schindler, P. S. (2003). *Business Research Methods* (8th edition ed., Vol. 8). McGraw Hill.
- Cotton, K. (2005). *Principals and student achievement: What research says*. Alexandria, V.A: Association for supervision and curriculum development.
- Dahar, M. A., & Faize, F. A. (2011). Effects of availability and use of instructional materials and performance of students in Punjab (Pakistan). *Middle Eastern Finance and economists, ii*. Retrieved from <http://www.eurojournals.com/MEF/tm>
- Day, F., Sammons, R., Hopkins, D., Haris, A., Leithwood, K., Gu, Q., & Brown, E. (2010). *10 Strong claims about successful school leadership*. London: deva.ioe.ac.uk pdf.
- DFID, P. (2007). *In Bountouxv and Bochanhan (2007) Secondary textbook and School Library provision in sub Saharan Africa*, Washington [www.worldbank.org](http://www.worldbank.org): World Bank.
- Dipaola M. F., & Hoy, W. (2008). *Principals improving instruction: Supervision, Evaluation and professional development*. Boston: Pearson Education, Inc.
- Docking, T. (2006). *Control and discipline in Schools: Respective and approaches*. London:
- Githua, W., & Nyabwa, R. A. (2008). Effects of Advance Organiser strategy During instruction on secondary school mathematics achievement in Kenya Nakuru District. *International Journal of science and Mathematics Education, 6(3)*, 439-457.
- Gitome, J.W., Katola, M.T., & Nyabwari, B.G. (2013). Correlation between students Discipline and performance in Kenyan Schools. *Kenyatta University Library*.
- Grinnel, R. M., & Yvonne, A. U. (2013). *Social work Research and Evaluation: Foundations of evidence-based practice*. (Vol.10 Edition). New York: Oxford University Press Amazon.
- Grinnel, R. M., & Vvonne, A. U. (2013). *Social work Research and Education: Foundation sof evidence-based practice*. New York: Oxford University Press Amazon.
- Hakielimu. (2011). *Litigating the Right to Education in Tanzania: Legal, Political and social considerations and political Application*. Dar es Salaam: Tanzanian Government. Retrieved from <http://hakielimu.org/files/publications/litigating>
- Hasbullah, E. A. (2011 Bartoba District Indonesia). *A framework Study of School facilities and Performance in Public schools*. Jakarta: El Sevier Ltd.

- Hauser, R., Steblar, R., & Vogt, F. (2015). *Learning through Play. Pedagogy and learning outcomes in mathematics*. www land fonline.com.afe school climate. A systemic approach and the school counsellor. Researchgate.org.
- Hernandez, T., & Seem, S.R.(2004).Asafe school climate. A systematic approach and the school counsellor. *Journal EJ703452*. doi:ISSN1096-2409
- Hoque, K., Subraman, A., & Islam. (2020). *Relationships between supervision and teacher's performance and attitude in Secondary Schools in Malaysia*. SAGE Open10(2)2158244020925501.
- Kaguamba, G. N., & Mulola, J. M. (2010). Student's perceptions of the effectiveness of methods used to enhance Discipline in public secondary schools in Laikipia District. *AJOL, 14(1)*.
- Kenyan, G. (2005). *Sessional paper*. Nairobi: www education.go.ke.
- Kibet, M. J. (2012). The effects of Head teachers leadership on students Discipline in secondary schools: A case of Koibatek District. *Journal of humanities and social sciences , 12(4)*.
- Kibet, S., & Kitilik, K. (2012). Leadership and its impact on students discipline in Kenya schools A case of Koiboteek District. *Journal of humanities and social sciences, 2(19)*.
- Kindiki, J. N. (2009). Effectiveness of Communication on Students Discipline in Secondary Schools in Kenya Education. *4*.
- Kiprop, C. (2007). Disciplinary strategies that public schools in Kenya can adopt to curb indiscipline post canning Era. *Nelson Mandela University SA unpublished thesis*.
- Kiriskoi, F.(2015).Masai Mara University of ICT Education in Kenya: A Case Study Masai Mara University M.ED Thesis. *Masai Mara University*.
- Kombo, D. K., & Tromp, D. L. (2006). *Proposal and Thesis Writing: An Introduction*. Paulines Publications Africa.
- Koskey, K. K. (2015). Leading the institutional program and its effect on a cod achievement of SS in National Examinations in Public Secondary School Tinderet Sub County. *ijnssi, Vol.14 (2)*. doi: ISSN 23118636
- Kothari, C. R. (2011). *Research Methodology: Methods and Techniques* (2 ed.). Retrieved from <http://books.google.com>
- Kousainov, A. (2016). Ways of improving quality of secondary School education in the republic of Kazakhstan. Mosco: SHweb of conferences 29. doi:10.1051/shscon/20162901036

- Kyalo, D. N., Jeketer, A., & Kombo, K. (n.d.). Teachers class rooms strategy for enhancing students' performance in public secondary schools in Nandi County. *Journal of Humanities and social science*, 20(7), 61-73.
- Lezotte, L. W. (2010). What effective Schools do: Envisioning the correlates Indianapolis IN Solution Tree.
- Livumbaze, A.G., & Achoka, S.J. (2007). Analysing effect of teaching and learning resources on students achievements in Public Secondary Schools. Hamisi Sub County, Kenya. *European Journal of Education Studies*, Vol3.
- Louis, K.S., & Wahlstorm, K.L. (2008). How teachers experience principal leadership: The roles of the professional community, trust, efficacy and shared responsibility. *Educational administration quarterly*, 44(4), p.495.
- Masista, G. (2008). Discipline and disciplinary measures in the free state Township schools. *Acta academia*, 40(3), 234-270. Retrieved from sabinet.co.za (SA, epublication\_artical v40n3\_a10
- Mbaria, F. (2006). *The relationship between learning resources and performance in Agriculture in Secondary schools; the case of Ndaragwa Division*. erepository.unobi.ac.ke handle11295/29060.
- Mbiti, I., & Lucas, A. (2014). Elite Secondary Schools and students achievement: Regression discontinuity. Evidence from Kenya SMO working paper. *Unpublished*.
- MOE. (2009). *Guidelines for formation and implementation of Secondary Schools students Councils, Nairobi*. Nairobi, Kenya: Government Press.
- MOE (2005-2015). (n.d.). *A Kenya Education Sector Support Programme: Delivering Quality Education and Training to all Kenyans*. Nairobi: MOE.
- MOEST. (2008). *Training module for guidance and counselling,, Heads of department in Secondary schools -Nairobi*. Nairobi: Jomo Kenyatta Foundations.
- Muasya, P. M. (2012). Principals' effectiveness: The perception of Head teachers and teachers in District Secondary Schools Kilung Division, Makueni. *Kenyatta University M.Ed. Thesis Nairobi*.
- Mugenda, & M. (2003). *Research Methods: Quantitative and qualitative approach*. Nairobi: Act Press.
- Murphy, B. (2013). *Testing teachers: what works best for Teachers .Evaluation And Appraisal*. London: Southern Trust.

- Murphy, P., & Joachim, A. (2013). *The capacity challenge: What it takes for state Education Agencies to support schools improvement*. Retrieved Seattle W.A Retrieved, from [http://www.crpe.org/sites/default/files/pdf\\_551/55130104](http://www.crpe.org/sites/default/files/pdf_551/55130104)
- Musungu, J., & Nasongo, J. (2006). *The distribution of Educational Resources*. Nairobi: University of Nairobi: Institute of Development studies of paper no.2.
- Mutsoso, L. S., & Nasongo, J. (2013). The adequacy of instructional management and physical facilities and their effect on quality of teacher preparation in emerging private practice Teacher training college. *IJSR*. doi:ISSN 2319-7064-2
- Mutua, T. (2014). Role of students council in Secondary Schools management. *Unpublished MED Project:: Kenyatta University Kenya*.
- Narad, A., & Abdulla. (2016). Academic performance of senior Secondary schools: Influence of parental encouragement and social environment. *Ruptha journal of interdisciplinary studies in Humanities*. 8(2), PN..3-9.
- Ndeto, A.M. (2015). Effectiveness of School rules and regulations in enhancing discipline in public Secondary Schools in Kangundo. *Unpublished thesis Catholic University of East African*.
- Nestanet, U. (2014). Practices and Challenges of educational Supervision of professional development of teachers in government preparatory schools in Addis Abba University.
- Nicol, A., & Pexman, P. (2010). *Displaying your findings: A practical guide for creating figures, posters, and presentations*. Washington: American Psychological Association.
- Njeru, E. (2012, 2012). An investigation of effectiveness of rewards and punishment in promoting discipline in pre Schools in Chogoria Zone, Maara District. *Unpublished Thesis University*
- Nyabisi, E. (2014). Effective communication and students discipline in schools. *German Lambert Publishers*.
- Nyamongo, D., Sang, A., Nyaoga, R. B., & Matoka, Y. K. (2014). *Relationship between School based factors and student performance in Kenya Secondary School; Examination in Masaba North District*. Nairobi: Unpublished thesis University of Nairobi.
- OECD. (2011). *OECD.org/education/school/50293448/pdf*.
- Ofoyuru, D. T., & Too-Okema, L. (2011). Strategies of managing students discipline in secondary schools in Gulu District, Uganda. *International journal of current Research*, 3(2), 233236.

- Okendu, J. M. (2012). The Influence of Institutional process and supervision on academic performance of secondary School students of River State Nigeria. *Academic research Journal, Vol.3*. Doi: 2223-9944
- Okobia, E. D. (2011). Availability and Teacher use of Institutional materials and resources in the implementation of School Studies in Secondary Schools Edo State Nigeria. *Review of European Studies, 90-99*.
- Okumbe, J. A. (2007). Human Resource Management. Educational perspective. *Nairobi Educational development Research Bureau*.
- Olaniayan, D. O. (2008). Self canal training and development: A vital tool for organisation effectiveness. *Research gate.net/publication*. Retrieved from <http://www.researchgate.net/publication237549343>
- Onwuegbuzie, A., & Dickinson, W. (2008). *Mixed methods analysis and information visualization: Graphical display for effective communication of research results*. TheQualitative Report 13(2).
- Orodho, J. A. (2009). *Essentials of Education and Social science Research Methods*. Nairobi, Maseno: Masola Publishers Kenya.
- Osman, A., & Mukuna , E. T. (2013). Improving Institutional Leadership through building Principals' Capacity. *Journal of Education and Practice, 4(2)*, 41-47.
- Ouma, M., Simatwa, E., & Serem, T. (2013). Management of Pupil Discipline in Kenya: A case study of Kisumu Municipality. *Education Research, 4(5)*, 374-386.
- Republic of Kenya. (2009). *Quality Assurance and standards*. Ministry of Education Circular no.1 2009-QSA/2/1a/vII/86, Nairobi.
- Robers, S., Kemp, J., & Truman, J. (2014). *Indicators of School Crime Safety: Guiding Principles: A resource guide for improving School Climate and Discipline*. Washington DC: US Department of Education. Retrieved from [www. ed./School-discipline](http://www.ed.gov/School-discipline)
- Seashore, Leithwood, & Wahlstorm. (2010). *learning from Leadership: Investigating links to improve students learning*. University of Minnesota and University of Toronto.
- Sergiovann, T. (2017). *The Principal ship*. Boston: MA; Allyn & Bacon.
- Sergiovanni, T.J., & Starratt, R.J.(2007)*Supervision. A definition, Boston MA*.NewYork: Mc Graw- Hill 23.
- Sidhu, K., & Fook, V. C. (2010). Formative Supervision of teaching and learning: Issues and concerns for School Heads. *European Journal of Scientific Research, 39(4)*.
- Stoll, L., & Tempeley, J. (2009). Creative leadership teams, capacity building and succession planning. *Management in Education, 12-18*.

- Stoll, L. (2009). *School Leadership & management* (Vol. vol29). Leadership in learning. doi:fontline.com/doi/abs/10.10.80/13632430802646404
- Stoop, G. (2014). Evolution indicators for school reviews. *Education review office*. Retrieved from <http://www.ero.govt.nz/review-process/for-measures-and-evaluation>
- Sushila, B. (2004). *Management and evaluation of schools*. Nairobi: Nairobi Oxford University Press.
- Teenvo, R. (2011). Challenges in teaching and learning of English at Secondary level class. *International Journal of Human Resource studies*, vol2, 27-35.
- Teijlingen, T., & Hundley, S. (2007). *Quantitative Research Methods*. New York: Sage.
- The Republic of Kenya. (2013). *The Basic Education Act no. 14 of 2013*. Nairobi: Government Printing Press.
- The Wallace Foundation. (2013). *The School Principal as a Leader Guiding Schools better in teaching and Learning within The Wallace Foundation*. Wallace Foundation.
- Tufte, E. R. (2006). *Beautiful evidence*. Cheshire, CT: Graphics Press.
- Uchendu, C. C. (2011). Capacity building in secondary schools in Rivers state. *Department of Educational Administration and Planning: Faculty of Education on University of Calabar @ scholar link research institute Journals*.
- UNESCO. (2017). *Learning portal iienunesco.org/en/issue/brief/learning-and-teaching-material*.
- Waweru, S. M., & Nyagosia, P. O. (2013). Utilization of allocated time and academic achievement. A Survey of Secondary Schools in Kenya. *International Journal of Education Research*, (16)
- Way, S. M. (2011). School discipline and disruptive classroom behaviour: The moderator effects of students perception. *New Mexico state University Correspondence @NMSU.edu*.
- World Bank. (2008). *Text books and schools library provision in secondary school in sub Saharan Africa*. Washington D.C: World Bank.
- World, Bank. (2019). *The Global Monitoring Report*. www World Bank Washington
- Zepeda. (2015). *The Principal as International Leader: A Practical Handbook*. New York: Amazon .Com.
- Zhao, R., & Kuo, L. (2015). The role of Self-discipline in predicting achievement for 12 grades. *International Journal of Intelligent technologies and applied statistics (JITAS)*, 67-70.

**APPENDIX 1: Introduction Letter**

The Principal

Name of the Secondary School

P.O. Box.....

**MOMBASA**

Dear Sir/Madam,

**RE: INFLUENCE OF PRINCIPALS’ MANAGEMENT PRACTICES ON STUDENTS’ ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MOMBASA COUNTY.**

I am a student pursuing a Master of Education Degree in Educational Administration at South East Kenya University. I am required to undertake a research proposal as partial fulfillment for the award of this degree. My research topic is stated above and kindly request for your assistance in making my research a success.

This purpose of this letter is therefore to request you to grant permission to collect relevant data from your secondary school from selected respondents among your management staff. The information collected will be treated with utmost confidentiality and will be used for the purposes on this research only. For your information, the output of this research will add value to Secondary schools in Kenya in terms of appreciating the value of principals’ practices within their School operations.

Yours faithfully,

**Fatma Ismail**

**E55/KIT-IB/20466/2013**



## Appendix II: Questionnaire for Principals

This questionnaire is a meant to collect data on “Influence of principals’ management practices on students’ academic performance in public secondary schools in Mombasa County, Kenya”.

Kindly fill in answers by ticking in the appropriate box [√] or filling in the blank spaces provided. This questionnaire is meant to gather information for academic purposes only. Do not write your name or the name of your institution on it. Please give honest answers.

### Section A: General information

1. Please indicate your gender below by ticking on the corresponding box

Male  Female

2. You are requested to tick on the boxes provided below the number of years of teaching experience you have attained.

Years: of experience

1-5

6-10

11- 15

16- and above

3. For how long have you served in this School?

Below 5years [ ] 5-10 [ ]

10–20[ ] 20–30 [ ]

Above 30 [ ]

4. What is your highest professional qualification?

Diploma [ ] B.Ed. [ ] BA PGDE [ ] BSC PGDE [ ] Master [ ] PhD [ ]

**SECTION B: Measurements of the student discipline and its influence on academic performance**

5. How influential is the following measure in handling students’ discipline which may determine students’ academic performance?

The following statements are formulated to indicate teachers’ supervision and its influence on performance. Kindly tick in the spaces provided to indicate your level of agreement to the statement in view of the academic committee. In a rating of very influential; = influential; not influential.

Please indicate the influence of the following measures on handling of discipline by ticking in choices provided: 1: Very Influential 2: Influential 3: Neutral 4: Not Influential 5: Don’t know

<b>Rating scale</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Discipline policy					
Schools rules and regulations					
Specified punishments					
Student leaders					
Good time management					

6. To what extent does student discipline influence students’ academic performance?

To a very great extent [ ] To a great extent [ ] To a moderate extent [ ] To a little extent [ ]  
To no extent [ ]

**SECTION C: Measurement of capacity building and its influence on students’ academic performance.**

7. The following statements are formulated to indicate capacity building practices in a school, which influence academic performance. Kindly tick in the spaces provided to indicate your level of agreement to the statement in view of capacity building. Between a rating of –1: **Strongly a greed**; **2: Agreed**; **3: Neutral** **4: Disagree** and **5: strongly disagree**

<b>Rating scale</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
The School has mentorship/coaching					
The School organizes for school visits					
Teachers go for seminars/workshops					
Peer assessment practices					
The school has ICT integration.					

8. To what extent does capacity building influence students’ academic performance?

To a very great extent [ ] To a great extent [ ] To a moderate extent [ ] To a little extent [ ]  
To no extent [ ]

**SECTION D: Measurement of provision of teaching and learning resources and their influence on academic performance.**

9. The following statements are formulated to indicate the objective of provision of teaching and learning resources a school and its influence on performance. Kindly tick in the spaces provided to indicate your level of agreement to the statement in view of teaching and learning resources. In a rating scale of: **(1: strongly disagree** **2: disagree**; **3: Neutral**; **4: Agree** and **5: strongly agree)**

<b>Rating scale</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
There are enough curriculum support material					
ICT facilities present					
The school has a Library					
The school has laboratories					

10. To what extent does principals' provision of teaching and learning resources influence students' academic performance?

To a very great extent [ ] To a great extent [ ] To a moderate extent [ ] To a little extent [ ]  
To no extent [ ]

11. The following statements are formulated to indicate teachers' supervision and its influence on performance. Kindly tick in the spaces provided to indicate your level of agreement to the statement in view of teachers supervision. In a rating of where; 1:very influential; 2:influential; 3: moderately influential 4: not influential 5:don't know

<b>Rating scale</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
There are records of work					
Class room observation					
Students books are checked					
Teachers prepare Lesson plans					
The school provides Lesson notes					

12. To what extent does the principal's supervision of teaching influence students' academic performance?

To a very great extent [ ] To a great extent [ ] To a moderate extent [ ] To a little extent [ ]  
To no extent [ ]

13 What measures have you put in place to ensure improvement students' academic performance?

---

---

---

14. In your view what factors are likely to influence students to do well in KCSE examinations?

---

---

---

**Thank You.**

### Appendix III: Questionnaire for Teachers

This questionnaire is a meant to collect data on “Influence of principals’ management practices on academic performance in public secondary schools in Mombasa County, Kenya.

Kindly fill in answers by ticking in the appropriate box [√] or filling in the blank spaces provided. This questionnaire is meant to gather information for academic purposes only. Do not write your name or the name of your institution on it. Please give honest answers.

#### Section A: Demographic Information

1. Kindly indicate your gender Male [ ] Female [ ]

2. You are requested to tick on the boxes provided below the number of years of teaching experience you have attained.

#### Years of experience

1-5	<input type="checkbox"/>
6-1	<input type="checkbox"/>
11-15	<input type="checkbox"/>
16 and above	<input type="checkbox"/>

3. For how long have you served in this school?

Below 5	[ ]	5-10	[ ]
10-20	[ ]	20-30	[ ]
Above 30	[ ]		

4. What is your highest professional qualification?

Diploma [ ] BA Ed [ ] BSC PGDE [ ] Master [ ] BA PGDE [ ] PhD [ ]

**SECTION B: Measurements of the student discipline influencing academic performance**

5. Please indicate the adequacy of the following measures on the handling of discipline by ticking ( ) against choices provided: The following statements are formulated to indicate teachers' supervision and its influence on performance. Kindly tick in the spaces provided to indicate your level of agreement to the statement in view of the academic committee. In rating where; 1: very Influential; 2: influential; 3: not influential 4: don't know 5: Neutral

<b>Rating scale</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Discipline Policy					
School rules and regulation					
Specified punishments					
Student leaders					
Time Management					

6. To what extent does student discipline influence students' academic performance?

To a very great extent [ ] To a great extent [ ] To a moderate extent [ ] To a little extent [ ]  
To no extent [ ]

**SECTION C: Measurement of capacity building influencing students' academic performance.** The following statements are formulated to mark the objective of capacity building in a school, Kindly tick in the spaces provided to indicate your level of agreement to the statement in view of capacity building and its effect on performance of students in academic performance. In a rating where; (1: **Strongly Agree** 2: **Agree**; 3: **Neutral** 4: **disagree**; and 5: **strongly disagree**)

<b>Rating scale</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
The School has coaching/mentorship					
The School organizes school visits					
Seminars/workshop for teachers					
Peer observation					
The school has ICT integration					

8. To what extent does capacity building influence students' academic performance?

To a very great extent [ ] To a great extent [ ] To a moderate extent [ ] To a little extent [ ]

To no extent [ ]

**SECTION D: Measurement principals provision of Teaching and learning resources and its influence on academic performance.**

9. The following statements are formulated to indicate objective of Principals' provision of teaching and learning resources in a school. Kindly tick in the spaces provided to indicate your level of agreement to the statement in view of principals' provision of teaching and learning resources and their influence on academic performance. In a rating of: (1: **Strongly agree**; 2: **Agree**; 3: **Neutral** 4: **disagree** and 5: **strongly agree**)

<b>Rating scale</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
There are enough textbooks, revision and reference materials					
ICT facilities are present					
School has library					
School has laboratories					

10. To what extent does principals' provision of teaching and learning resources influence students' academic performance?

To a very great extent [ ] To a great extent [ ] To a moderate extent [ ] To a little extent [ ]

To no extent [ ]



**SECTION E: Measurement of the principals’ supervision and its influence on students’ performance in academic performance**

11. The following statements are formulated to indicate competence in the principals’ supervision and influence on students’ performance. Kindly tick in the spaces provided to indicate your level of agreement to the statement in view of the academic committee. In a rating of: **1: Very influential; 2: influential; 3: Neutral 4 :not influential 5: Not very Influential**

<b>Rating scale</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
There are records of work					
Students books are checked					
Tare School teachers evaluated					
Does the principal check Lesson plans					
Does the Principal enforces teachers to prepare Lesson notes					

12.To what extent does principal’s’ supervision of teachers influence students’ academic performance?

To a very great extent [ ] To a great extent [ ] To a moderate extent [ ]

To a little extent [ ]To no extent [ ]

13 What measures has the principal put in place to ensure students do well in students’ academic performance.

14. In your view what factors are likely to influence students’ academic performance in Mombasa County, Kenya?

---




---




---

Thank you.


Appendix IV : Research Certificate

  
REPUBLIC OF KENYA

  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **873594** Date of Issue: **12/December/2021**


**RESEARCH LICENSE**




This is to Certify that Ms. Fatma Ismail Boda of South Eastern Kenya University, has been licensed to conduct research in Mombasa on the topic: **Influence of Principals' Management Practices on Students Academic Performance in Public Secondary Schools in Mombasa County, for the period ending : 12/December/2022.**

License No: **NACOSTI/P/21/14827**

**873594**  
Applicant Identification Number

  
Director General  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document,  
Scan the QR Code using QR scanner application.

## Appendix VII: Letter of authority to collect data



### SOUTH EASTERN KENYA UNIVERSITY OFFICE OF THE DIRECTOR BOARD OF POST GRADUATE STUDIES

P.O. BOX 170-90200  
KITUI, KENYA  
Email: info@seku.ac.ke

TEL: 020-4213859 (KITUI)  
Email: directorbps@seku.ac.ke

Our Ref: E55/KIT-IB/20466/2013

DATE: 1<sup>st</sup> December, 2021

Fatima Ismail  
Re g. No. E55/KIT-IB/20466/2013  
Masters of Education in Educational Administration  
C/O Dean School of Education, Humanities and Social Sciences

Dear Ismail,

#### RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Masters of Education in Educational Administration Proposal document titled: *"Influence of Principals' Management Practices on Students' Academic Performance in Public Secondary Schools in Mombasa County"*.

Following a successful presentation of your Masters Proposal, the School of Education, Humanities and Social Sciences in conjunction with the Directorate, Board of Postgraduate Studies (BPS) have approved that you proceed on and carry out research data collection in accordance with your approved proposal.

During your research work, you will be closely supervised by Dr. Rose Mwanza and Dr. Gideon Kasivu. You should ensure that you liaise with your supervisors at all times. In addition, you are required to fill in a Progress Report (*SEKU/ARSA/BPS/F-02*) which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection exercise as a critical stage in your Master of Education in Educational Administration.

Prof. David M. Malonza  
Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs (Note on File)  
Dean, School of Education, Humanities and Social Sciences  
Chairman, Department of Educational Administration & Planning  
Dr. Rose Mwanza  
Dr. Gideon Kasivu  
BPS Office - To file

