

**PRINCIPALS' MANAGEMENT PRACTICES AND KENYA CERTIFICATE OF
SECONDARY EDUCATION PERFORMANCE IN PUBLIC SECONDARY
SCHOOLS IN MBOONI WEST SUB COUNTY, MAKUENI COUNTY.**

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**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**

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DECLARATION

I understand that plagiarism is an offence and I declare therefore that this research proposal is my original work and has not been submitted to any other institution for any other award

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DEDICATION

This research work is dedicated to my dear wife Rev Ruth Musyoki and my children, Gift, Jared and Goldah.

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ABBREVIATIONS AND ACRONYMS

KCSE	:	Kenya Certificate of Secondary Education
KEMI	:	Kenya Education Management Institute
NACOSTI	:	National Commission for Science Technology and Innovation
OECD	:	Organization for Economic Cooperation and Development
PD	:	Performance Development
PISA	:	Programme for International Student Assessment
RCT	:	Randomized Control Trial
SPSS	:	Statistical Package for Social Sciences
TALIS	:	Teaching and Learning International Survey
UNESCO	:	United Nations Educational Scientific and Cultural Organization

ABSTRACT

Learners Performance in examinations in Public secondary schools in Kenya has been a great concern for educational managers and teachers. Students' academic performance focus on testing, curriculum reform, teacher quality and principals' management practices. Performance in national examination has been a challenge in Mbooni west Sub County. Kenya Certificate of Secondary Examination (KCSE) performance in the Mbooni West Sub county Kenya has consistently declined between 2016 and 2019 creating the need for an enquiry and hence the need for this study. The study investigated the influence of Principals' management practices on students' KCSE performance in public secondary schools in Mbooni West Sub County, Makueni County. The specific objectives of the study were to; determine the influence of Principals' involvement in curriculum supervision, Principals' communication strategies, Principals' involvement in provision of learning and teaching resources and Principals' support of teacher capacity development programmes on students' KCSE performance in secondary schools in Mbooni West Sub County, Makueni County. The hypothesis for the study were; there is no statistically significant relationship between principals' involvement in supervision of curriculum, principals' communication strategies, principals involvement in provision of teaching and learning resources and principals' support for teacher capacity development programmes and students' KCSE performance in public secondary schools in Mbooni West Sub County, Makueni County. The study employed descriptive survey research design. The target population was all principals and teachers of public secondary schools in Mbooni West Sub county. The study employed stratified sampling technique and random sampling for teachers and census sampling for principals to select 92 teachers and 46 principals. Data was collected using questionnaires. Content validity of the research instruments was ascertained by a team of experts from South Eastern Kenya University and through piloting of the test items while reliability of the questionnaires was ascertained by a test-re-test technique where a coefficient of stability of 0.75 was obtained using the Pearson's product moment formula. Data was analyzed using SPSS and presented in frequency distribution tables, charts, bar graphs, percentages and figures. Pearson correlation coefficient was used to test the relationship between principals' management practices and students KCSE performance in public secondary schools in Mbooni West Sub County, Makueni County. The study established that there was statistically significant relationship between principals' involvement in supervision of curriculum, principals' communication strategies, principals' involvement in provision of teaching and learning resources and principals' support for teacher capacity development programmes and students' KCSE performance in public secondary schools in Mbooni West Sub County, Makueni County at (*r*) values of 0.721,0.711,0.834 and 0.699 respectively while (*p*) values were 0.003,0.05,0.002 and 0.05 respectively. The study concluded that Principals' management practices influenced students KCSE performance in public secondary schools in Mbooni West Sub County, Makueni County. The study recommends that principals develop ways of building teachers' effectiveness, such as establishing short term training programs or organizing learning opportunities that can raise teachers' competence in their pedagogical practices and also that principals should supervise teachers to ensure that there is quality and effective teaching.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Management is a major and basic concern for organizations and institutions all over the world. The accomplishment of any organization is dictated by the management practices utilized by its managers. Education management as indicated by KEMI (2015) includes putting together all the activities in an organization to carry out frameworks and organize resources to deliver dependable outcomes. Like never before previously, principals are needed to start creative management practices geared towards the improvement of teaching and learning as measured through upgraded students' performance in examinations (Oluchemi, 2012 and Orodho, 2014). The nature of management has a great bearing on the achievement and failure of a school. This view is upheld by Harris and Chapman (2002) who asserts that, in an organization like the school, students and staff tend to mimic the principles held by the head since no school performs well without a successful and proficient Principal. The Principal is the symbol figure that the staff and students read and model. For sure, the functioning life of learners and teachers are affected by the organization and authority given by the managers and it is generally taken that school management impacts on the adequacy of instructors and the accomplishment results of the learners (OECD, 2001 and Pont and Moorman, 2008).

As indicated by Wakoli (2014), there is wide agreement and proof that educational reforms in various countries have achieved huge changes in the positions of Principals. In United Kingdom for instance, Huber, Hunter and Beatriz (2007) pointed out that in England, school headship has been a key policy focus for the last decade. Kimmelman (2010) reports that in Bangladesh a managerial style of leadership that uses power and authority to compel others to do what they are asked to do is practiced in many schools.

Finland education system has adopted Programme for International Student Assessment (PISA) (Jaatinen & Saarivirta, 2014). According to Jaatinen & Saarivirta (2014) PISA is currently an international test highly regarded across the globe due to the interest in international rankings. The scholars further opine that Finland has been amongst the high-

ranking countries in Europe in all PISA tests since 2000, with Finland education performance being regarded as the best in Europe. Scholar opine that the good performance in Finnish Schools is attributed to good management in her its schools. Statistics show that 93% of Finns move on from scholastic or professional secondary schools and 66 percent go on to higher and tertiary instruction which is the most elevated rate in the European Union (Pekkarinen, Uusitalo, and Kerr, 2009).

Performance of learners in examinations in the United States has often been labeled as a basic factor to accomplishment for the American instruction framework. Assessments in the United States has been under enquiry and change for quite a while. Researchers like Levine (2006), Goldstein (2014), Lucas (2007), agree that students performance in examination and the quality of education in United States of America has tremendously improved due to good management in American schools .The scholars further argue that in the United States, the government introduced standardized tests in schools, senior year in high school in bid to foster students' performance. In the examination students are ranked between students, schools or regions which have motivated learners to perform well in their examinations.

Many scholars have attributed success on student achievement in examinations tests to school management. Uusiautti and Määttä (2013) posit that in Germany students' performance in examination over the years has been supported by vibrant and focused school management support system. Other scholars support and concur with Uusiautti and Määttä (2013) and argue that the quality of students performance is highly dependent on management of institutions of learning Sailort (2009) and Salhberg (2007).

Principals have a great role to play in fostering education in institutions of learning. In Nigeria for instance the Nigerian National Policy on Education (NPE) which was established in 2014 with the goal of promoting educational development in the country asserted that the school principal has imperative role to play in accomplishing the National goals of education. These roles comprise: providing effective managerial skills and styles of administering secondary schools, thereby enhancing better job performance among

teachers that could enhance students' academic performance (Fika, Ibi & Aji 2015). Some of these roles according to Fika, Ibi & Aji (2015) include carrying out lesson observation and supervising the teachers in their teaching activities which all influence students' performance in examinations.

In Kenya, the academic performance of students in secondary schools is dependent on Principals organizational practices (Musungu and Nasongo, 2008). The Principal's job is to advance scholarly performance. Musungu and Nasongo (2008) referring to works of Wakoli (2014) contend that it is significant that the presentation of a school is evaluated against the leader. This performance can be attributed to the efficient role of the Principal, as a manager, using varied management practices. Some of the management practices discussed in the current study include, curriculum supervision, communication strategies, arrangement of learning and educating assets on scholarly execution and principals' support of teacher development programmes, these are discussed in the ensuing paragraphs.

Supervision of the curriculum according to Adeyemi (2012) and Oluchemi (2012), as cited by Orodho & Waweru (2014) is possibly the key responsibility of the school manager. Principals play a pivotal role in curriculum planning, classroom management, preparation of instructional programs and out of school activities in any educational system. According to Adeyemo (2012) and Odhiambo (2012), it is the responsibility of the principals to ensure that the curriculum is managed effectively through appropriate delegation to other teachers. Thus, a Principal is not only responsible for articulating the school curriculum and objectives, but also delegating and coordinating curriculum implementation as well as monitoring the implementation and evaluation of the curriculum (Adeyemo (2012), Odhiambo (2012) and Oluchemi 2012). Curriculum supervision entails among other activities, ensuring prompt class attendance and ensuring preparation of professional records by teachers, the principals also ensures that classes missed by teachers when out of school are recovered so that syllabuses are covered to facilitate adequate preparation for students in their examinations (Adeyemo (2012), Odhiambo (2012) and Oluchemi 2012). Another aspect of Principals' management practices is communication which can be viewed as a coordinated course of passing information (Hajar & Kamal 2016).

Washington & Joey (2007) notes that, the school Principal is the engine that gives the school its power. Principals ought to guarantee that their correspondence is successful to accomplish the best outcomes. Nevertheless, school Principals communicate daily with many different people such as parents, students, and teachers especially through delegation and consultation thus being portrayed as the image of the school (Kamal, 2016). Kamal (2016) further posits the methods used by heads of institutions influenced the academic achievement of students.

Research done on the impact of communication on organizational performance indicates that the methods used by organizational managers influence the achievement of organizational goals (Kamal, 2016). A study done by Villegas-Reimers (2003) in California on teachers' professional development revealed that school heads communicate academic issues through staff forums, staff and learner assemblies where academic expectations for academic performance are discussed. The fact that effective communication by the Principal is important cannot be gainsaid. According to Villegas-Reimers (2003), effective communication strategies by the Principal lead to enhanced students' academic performance.

Perhaps the main skill applied by the Principal is that of ensuring the availability and utilization of instruction and learning resources (Orodho , 2014). These resources include models, course readings, reference books and amendment materials are considered by Orodho (2014) and Oluchemi (2012) as the core variables in enhancing students' academic performance. When teachers utilize suitable teaching/ learning resources proficiently, they inspire positive behavior that is more constructive and elevating in one classroom; the behavior will be transmitted into other schoolrooms, transmitting further than one classroom (Adeyemo, 2012) and Oluchemi, 2012). The Principal being the academic leader of the school plays a dominant role in the provision of the teaching and learning resources which drive along way improvement of students' academic performance (Oluchemi, 2012). On support for teacher development programmes, it will suffice to note that; while there may be a numeral ways to advance the quality of teaching for students like improving enticements for teachers, teacher capacity building programmes plays a critical role in

improving students' academic performance Loyalka (2016) and Muralidharan & Sundararaman, 2011). Policymakers in developing nations have set incredible stock in educator Professional Development (PD) programs, as a key booster for teacher performance (Vegas, 2007 and Villegas-Reimers, 2003). Teacher development programmes may be inform of seminars, capacity building workshops, short courses and collaborative symposiums, these programmes present an opportunity to teachers to get versed with the best pedagogical practices and enable teachers share academic experiences hence leading to enhanced teacher performance which will directly boost students' academic performance.

Providing successful academic outcomes in education has been a major global challenge World as success in examinations is important to the students. In china, Europe and USA for example, achievement in examinations is highly valued, and so the schools are taught by highly trained and qualified teachers (Coleman 2004). In African nations achievement in examinations lead to employment and the assessments are treated in a serious way (Okumbe 2007). In Kenya students academic performance is given prominence on the national educational agenda with teachers and education managers focusing on testing, curriculum reform, teacher quality and head teachers' management practices.

In Kenya for instance results for summative examination for secondary schools in Kenya have been declining (Mugambi 2015). A few schools have recorded great outcomes while others recorded poor outcomes in public examinations. In Mbooni West Sub County, the examination performance of schools has been steadily less than ideal for some years. Indeed the performance of the sub county has been dismal since its inception in the year 2010. In 2017 KCSE examination, it ranked number nine out of the nine sub Counties in Makueni county, a position it has held for the fourth time in a row (Ministry of Education,2017). This performance has consistently stayed below the County mean of 6.0 averaging 3.536 for the years 2015-2017. Besides, for the period under review, the performance has been on a downward trend as shown in the Table below.

Table 1.1 Mbooni West Sub County KCSE Performances (2015-2017)

Year	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	Mean Score
2018	-	2	30	80	120	190	290	340	440	701	1001	600	3.0114
2017	-	5	20	44	91	130	158	287	366	641	920	188	3.539
2016	1	6	35	60	121	183	232	357	424	511	303	18	4.059

Source: Mbooni-West Sub County Education Office

Further, of the 8895 students presented by the sub county for KCSE over this period, only a paltry 1118 students' constituting 12.5 % of the total candidature attained the minimum university admission grade of C+ and above. It is against this background that this review embarks to zero in on the Principals' management practices on students' academic performance. It is against this backdrop that this study sets out to focus on the Principals' management practices on students' academic performance. This is because all stakeholders seem to be concerned about the critical role secondary school Principals should play in terms of their management practices to enhance students' academic achievements in National Examinations in Kenya.

1.2 Statement of the Problem

Despite the initiatives taken by the Government of Kenya in the education sector to improve access, participation and performance of students in national examinations, performance in national examinations continues to be a major concern. Some of the measures include Free Day Secondary Education which was introduced in 2008, provision of bursaries through Ministry of Education and Constituency Development Funds (CDF), and mobilizing community participation. Other non-state actors have also had financial input in education including sponsorship of pupils by religious organizations, donors and NGOs (MOEST, 2010). Poor management of secondary schools may be suspect to the above state of affairs. This is informed by the fact that, the role of school managers which includes planning what has to be done, organizing how the plans should be achieved, leading or guiding by providing instructions on how these plans should be accomplished and controlling these activities is key in the overall school performance (Orodho, 2014).

Further, as Orodho & Waweru (2014) note, Principals' Management practices have a direct bearing on the overall effectiveness of school because both the teacher and student perform under the leadership of school principal (UNESCO, 2012). From the background to the study, it can be noted that in Mbooni West sub County there has been a decline in performance in National Examinations. The Principals have a pivotal role to play in the performance of secondary schools in national examinations. The Policy Framework for Aligning Education and Training to the Constitution of Kenya (2010) and Kenya Vision 2030 and beyond (2012) avers that the curriculum offered to Principals fails to provide grounding in effective teaching and learning of basic innovative management techniques. The management practices by Principals may thus be contributing to the poor performance. Therefore, this study desired to look into the influence of Principals' management practices on academic performance in public secondary schools in Mbooni West Sub County, Makueni County was considered necessary.

1.3 General Objective of the Study

The general objective of the study was to determine the influence of Principals' management practices KCSE performance in public secondary schools in Mbooni West Sub County, Makueni County.

1.3.1 Specific Objectives of the Study

The specific objectives of the study will be to;

- i. Determine the influence of Principals' involvement in curriculum supervision on students' KCSE performance in secondary schools of Mbooni West Sub County, Makueni County
- ii. Establish the influence of Principals' communication strategies on students' KCSE performance in secondary schools of Mbooni West Sub County, Makueni County.
- iii. Determine the influence of Principals' involvement in provision of learning and teaching resources on students' KCSE performance in secondary schools of Mbooni West Sub County, Makueni County

- iv. Establish the influence of Principals' support of teacher development programmes on students' KCSE performance in secondary schools of Mbooni West Sub County, Makueni County.

1.4 Research Hypothesis

- i. **Ho1** There is no statistically significant relationship between principals' involvement in supervision of curriculum and students' KCSE performance in public secondary schools of Mbooni West Sub County, Makueni County.
- ii. **Ho2** There is no statistically significant relationship between principals' communication strategies and students' KCSE performance in public secondary schools of Mbooni West Sub County, Makueni County.
- iii. **Ho3** There is no statistically significant relationship between principals' involvement in provision of teaching and learning resources and students' KCSE performance in public secondary schools in Mbooni West Sub County, Makueni County.
- iv. **Ho4** There is no statistically significant relationship between principals' support for teacher capacity development programmes and students' KCSE performance in public secondary schools in Mbooni West Sub County, Makueni County.

1.5 Significance of the Study

The study aimed at identifying the Influence of Principals Management Practices on Students' KCSE Performance in Public Secondary Schools in Mbooni West Sub County; Makueni County. The findings of this study are useful to; the Ministry of Education as it would help in policy formulation in enhancing the management practices in secondary schools in line with the best practices. The study is also useful to secondary school managers as it would help them to adopt good management practices that boost students' academic performance through quality pedagogy. The finding could be also useful to both the county and sub county educational officials in enhancing good management practices in secondary schools within their areas of jurisdiction. The findings also add to a body of knowledge in the field of educational management and benefit academicians who would wish to pursue further research in the same area.

1.6 Limitations of the Study

As per Best and Kahn (2006) limitations are conditions outside the ability of the researcher analyst that might pose a challenge on the research and their application to different circumstances. The study faced limitations such as the unwillingness by respondents to disclose certain information; many respondents considered it as a waste of time filling up questionnaires for researchers, owing to the narrative that sometimes researchers make recommendations which never get implemented by relevant authorities. The researcher held discussion with the respondents to explain the significance of the current study. Some respondents were unwilling to give information for fear of victimization by their superiors. The researcher therefore guaranteed confidentiality to the respondents by requiring them not to indicate their identity on the questionnaires.

1.7 Delimitations of the Study

As indicated by Mutai (2000), the term delimitation alludes to the limits of the review. The study was delimited to Public Secondary schools in Mbooni West Sub County. The study was delimited to responses from Principals and teachers. The study only focused on Principals' Management practices as a determinant of students' academic performance. Such management practices included curriculum supervision, communication strategies, and provision of learning and teaching resources and support of teacher capacity development programmes. The study also was delimited to the Principal and teachers in Public Secondary Schools in the sub county.

1.8 Assumptions of the Study

The study was based on the following assumptions, that;

- i. Principals' management practices influence the students' academic performance
- ii. Principals' management practices of supervision of the curriculum, communication, arrangement of educating and learning assets and backing for educator improvement rehearses impacts understudies' scholarly presentation in National Examinations.
- iii. Respondents would coordinate and give valid and right data on the present status of undertakings.

1.9 Definition of Significant Terms

Curriculum Supervision: refers to a system of overseeing instructional and support personnel at the school buildings to ensure that teachers perform their duties well in public secondary schools in Mbooni West sub County, Kenya.

Communication strategy: refers to the cycles utilized by the Principals to pass information in the public secondary schools in Mbooni West sub County.

Students' academic Performance: refers to the grades both per subject and overall grades that a student obtains in KCSE examination in public secondary schools in Mbooni West sub County.

Principals' Management Practices: refers to the management skills/behavior exercised by a Principal in the public secondary schools in Mbooni West sub County.

Teacher capacity development programmes: refers to a wide assortment of specific preparing, formal training, or progressed proficient learning expected to help, educators, and work on their expert information, ability, and expertise in public secondary schools in Mbooni West sub County.

Teaching and learning resources: refers to a range of instructive materials that educators use in the homeroom to help explicit learning goals, as set out in illustration designs in public secondary schools in Mbooni West sub County

1.10 Organization of the Study

This study was organized into six chapters. Chapter one gave the background to the study, the statement of the problem, the general and specific objectives of the study, hypothesis and the significance of the study. The chapter also covered limitations and delimitations of the study, assumptions of the study and definition of significant terms. Chapter two focused on review of the related literature on the topic under study, the theoretical and conceptual framework of the study. Chapter three focused on research methodology which included

research design, target population, sampling techniques and sample size, research instruments, validity and reliability of the instruments, data collection procedures, data analysis techniques and finally the ethical considerations of the study. Chapter four presented the analysis of the results. Chapter five presented interpretation and discussion of the research findings while chapter six focused on conclusions and recommendations of the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presented a review of related literature organized into the following themes, the concept of principals' management practices, influence of Principals' curriculum supervision, communication strategies, provision of teaching and learning resources, and support of teacher development programmer on KCSE performance in public secondary schools. A summary of literature review, theoretical and conceptual framework was also presented.

2.2 The concept of Principals' Management Practices and Academic Performance.

Management is an interaction that includes planning, coordinating and staffing, controlling and directing all the activities in an organization (Orodho, 2014). Management can be seen as the most common way of planning and keeping up with any framework where individuals work in groups to achieve foreordained goals (Adeyemo and Oluchemi, 2012). Management as seen by Hellriegel and Slocum (2009) is a strategy where individuals in an organization plan, coordinate, impart, control and directs the activities and exercises of individuals who work for the association towards accomplishment of set goals. This definition puts school Principals at the focal point of school management since they are vested with the responsibility of everyday running of schools. School Principals are accordingly expected to further develop their administration practices by becoming instructional vision carriers, educational and educational program pioneers, evaluation specialists who pursue advancement of learner's academic performance (Hellriegel, Jackson, Slocum, & Theuns, 2009). Effective Principals according to (Orodho, 2014) and (Wellingsky, 2001) concentrate on the management practices of planning, coordinating and facilitating the work while at the same time being keen on interpersonal relations with teaching staff, students and the support staff. According to Ayeni (2014), Principals are relied upon to handle the regularly clashing interests of guardians, teachers, county officials and need to be subtle to the broadening variety of student's requirements especially those related to their academic performance.

2.3 Principals' Curriculum Supervision and Students' Academic Performance.

According to Adeyemo (2012) and Oluchemi (2012), as cited by Orodho & Waweru (2014) quite possibly the main jobs of school manager is the oversight role of curriculum supervision. Principals assume a critical role in curriculum planning and classroom management and arrangement of instructional programs. Adeyemo (2012) and Odhiambo (2012), posit that it is the obligation of the Principals to guarantee that the educational program is overseen viably through suitable assignment of duties to teachers. A study conducted by Williams (2003) on the situation of instructional supervision within several City state funded schools in USA utilizing an sample size of 400 instruction directors USA emphasized the importance of the principals in influencing student achievement through developing a school culture that focused on supervision of the teaching and learning process. The scholars used an ex-post facto research design to analyze the connection between an Adversity Quotient, a self-reporting instrument, and scores from normalized students' performance over a long term period. Results showed that students achieved higher grades in schools whose Principal utilized the oversight instruments successfully. In a comparative, yet a later similar study, Owings, Kaplan, and Nunnery (2005) directed a statewide report in New York to establish the connection between principal quality as measured by their efficiency in curriculum supervision and student achievement scores over time. The researchers concluded that Principals' supervision of the curriculum was connected to student achievement.

Empirical research done by Dangara (2015) on the Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State, Nigeria showed that regular instructional supervision using supervision strategies like checking of students' notebooks, classroom visitation for lesson observation, supervision of teachers in their teaching and inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers record keeping, ensuring class attendance register for the teachers are marked promptly have significant correlation with teachers' performance and academic achievement of students in Secondary Schools. A similar study by the National Open University of Nigeria (NOUN, 2006) observed that Supervision provides opportunities for teachers to be groomed through critical study of instructional processes

and classroom interactions to carry out their teaching tasks in line with professional codes of conduct. According to NOUN (2006) if schools are supervised adequately, they will have profound influence on students' academic performance.

A study by Wakoli (2014) on Principals' Management Strategies and Performance of Students in Secondary Schools in Mount Elgon Sub County, Kenya; which used descriptive research with a target of 72 secondary schools in Mt. Elgon Sub County with a populace of 26,979 students, 72 Principals and 1280 teachers. On the supervision practices the results showed that 14 (63.6%) of Principals in Mount Elgon secondary schools conducted supervision to improve performance while (36.4%) do not regularly conduct supervision in their schools. The undesired performance could be because of Principals not conducting supervision. Darling-Hammond (2007) agrees with Wakoli (2014) and posits that supervision has the purpose of prompting and promoting student learning. This view was also held by Dawo (2011) who claims that, supervision ensures that all staff respect appropriate rules, routines, procedures, and regulations to achieve set objectives. From the above reviewed studies it is clear that much emphasis has been laid on the importance of curriculum supervision in a school set up the reviewed studies all concur that principals supervision of curriculum is influences students' academic performance... However, this study set out to determine the influence of Principals' involvement in curriculum supervision on students' academic performance in secondary schools.

2.4 Principals' Communication Strategies and Students' Academic Performance.

The process of communication is all about sending, interpreting, and responding by using many patterns and directions. It is an integrated process of transmitting and receiving different kinds of information (Hajar & Kamal, 2016). This information may be words, signs, face expressions, or voice tone. Effective communication is essential if duties are to be executed as expected. School Principals communicate daily with many different people such as parents, students, and faculty members making them externalized as a good image of the school (Kena, 2016). In order to reflect a good image of the school, the school

principal must have good and efficient communication skills that help in fulfilling the institutional goals.

Empirical research done by (Ibtesam, 2005) in the United Arab Emirates, Abu Dhabi District, on the association between effective communication of School Principal and school Climate revealed that that the job of school principal is difficult, multi-faceted, and extremely demanding. Principal also is key element in creating effective school climate where students learn, improve, grow, and achieve their goals efficiently. The study which involved 555 students and 208 teachers further noted that, creating a collaborative environment and open communication is a critical factor for successful school improvement. The results of this study emphasis the importance of effective communication between Principals and teachers in schools. School climate was found to be positively associated with Principal's communication effectiveness. Better climate school was expected in schools where effective communication between school Principals and teachers exists.

A study by Nwosu (2017) sought to establish the extent to which principals' communication strategies contributes to teachers' work performance in secondary schools. The target population comprised of all teachers in public secondary schools in Ikenne Local Government Area of Ogun State of Nigeria. It emerged from the study that 24.7% of the variability observed in the teachers' job performance was accounted for by the principals' communication strategies. A positive significant relationship was found between principals' communication strategies and teachers' work performance which is usually reflected in students' performance in national examinations. The study concluded that, proper management by school heads can produce efficient and effective work force among the teachers for the achievement of educational goals and objectives through appropriate communication strategies.

Findings by Odhiambo (2005) on Head teachers' communication strategies and their effects on academic performance in public secondary schools in Nyando District, Kenya, established that; found out that; the relationship between academic performance and

communication strategies is directly proportional. Effective communication leads to good performance and vice versa. The study further established that, principals use staff meeting forums, assemblies and departmental hierarchies to communicate academic issues. In cases where Principals communicated directly with teachers and students on academic matters, the teachers and students tended to improve their academic performance. An all-inclusive method of communication that incorporates the head teacher, teachers and students representatives make communication faster and efficient. Most students preferred face to face communication being addressed in the assemblies, open forums and using the prefect body. The study concluded that, Principals have a role of creating a conducive atmosphere for communication among teachers, students and members of support staff. The above reviewed studies centered more on the important role that Principals play in effectively communicating in a school set up. This study set out to establish the influence of Principals' communication strategies on the academic performance of students in public secondary schools.

2.5 Principals' Provision of Learning and Teaching Resources and Academic Performance.

Education resources refer to all material, non-material, human, audio-visual school environment and community materials available in a school environment to facilitate administration of a school and simplify the teaching learning process (Soanes & Hawks 2008). Education resources further include other fundamental materials used in the school to make teaching very easy and learning more meaningful and comprehensible to the learners as they leave a long lasting impact on the learners thought process.

OECD (2001) conducted a Randomized Control Trial (RCT) to investigate the impact of the provision of teaching and learning resources on learning for secondary school students in rural China. The study established that provision of adequate teaching and learning resources significantly increased average test scores by at least 0.16σ . This was in agreement with another study by Owings, Kaplan & Nunnery (2005) in Philippines that found out that multi-level learning materials, combined with a parent teacher partnership significantly increased test scores of secondary school students in the Philippines.

Dangara (2015) further sought to establish the concept of school administration and education resources, classification of education resources, relevance of education resources in the school system and the challenges associated with the availability and utilization of resources in Nasarwa State Secondary schools in Nigeria. To Dangara (2015), accessibility of education resources has always been regarded as an essential and integral part of school administration, and as such a role to be played by the school principal which is basically geared towards the improvement of all other factors in teaching and learning process thus ensuring qualitative service delivery by the school to the society through the students. The success of the schools in Nigeria depends among others on effective school administration with which provides adequate teaching and learning resources which facilitates learner preparedness and academic performance.

Similar studies were conducted by Norviewu-Mortty (2012) in Ghana's Saboba Rural District based on a set of four case studies of Junior High Schools. The research study identified a series of physical resourcing challenges faced by all four disadvantaged schools that were studied. Among these were inadequate infrastructures in respect of classrooms, school furniture, lavatories, library, ICT and science equipment and facilities, and a host of teaching and learning materials such as text books, revision materials charts and science chemicals and equipment. Norviewu-Mortty (2012) further established the role of principals in mitigating the effects of such inadequacies for instance it showed examples of resilience, perseverance and ingenuity of some effective principals in harnessing inadequate physical and human resources to achieve their goals of creating a learning environment that fostered effective learning and higher achievement of students.

Orodho & Waweru (2014) in their study on the extent to which management practices used by school principals influence students' academic performance in national examinations in public secondary schools in Kiambu County, Kenya adopted a descriptive correlation research design, combinations of stratified and simple random sampling techniques to select 26 principals from public secondary schools. The study revealed that, a majority of the Principals in the low performing secondary schools disagreed with the fact that management practices involving effective planning of human and physical resources were

a determinant of enhanced students' academic performance. To the contrary, a majority of principals in the top performing schools as well as those from the average performing schools strongly agreed that effective school management involving effective planning of human and physical resources was a critical requirement for enhanced students' performance. The studies revealed that availability of teaching and learning resources have a profound influence on students' academic performance. The above cited studies set out to establish the correlation between availability and use of teaching and learning resources including the human resource and academic performance of students. This study sought to establish the influence of principals' involvement in the provision in teaching and learning resources on the academic performance in public secondary schools in Mbooni west sub county, Makueni County, Kenya.

2.6 Principals' Support of Teacher Capacity Development Programmes and Students' Academic Performance.

Professional development in teaching according Steyn and Van-Niekerk (2002) is a continuous formative program which targets fostering the information. As indicated by a review led by Edgerton, Flanagan-Cato, Williams, and Haishang (2017) on the effect of instructor proficient advancement programs on scholastic accomplishment of USA understudies in Grades 3-12 , in the USA, a generous measure of schooling dollars are spent on educator Professional Development. Public rudimentary and optional levels schools utilize more than 3 million educators (Kena, 2016). Of these instructors, more than 90% get proficient turn of events, which costs between \$2,000 to \$8,000 per educator each year (Kraft, 2017). This implies that each year, areas in the United States spend between six to eight billion dollars on educator proficient turn of events. Given the uses, a cautious appraisal of the effect on understudies is justified. The study identified the importance of teacher professional development as improvements to current teacher human capital with entails the training of future high-quality teachers which goes a long way in improving the academic attainment of the students.

Borko (2004) conducted a study in Leribe District in Lesotho and established that, with the increased enrollment due to Free Primary Education (FPE) system and transition into

secondary schooling, quality trained teachers, both at primary and secondary level, would be need to be increased five-fold if good quality education is to be realized. Agreeing the Ministry of Education and Training other than the requirement for extra instructors to fulfill these needs, the developing enrolment additionally implies that current educators require constant Teacher Professional Development (TPD) which would uphold them in managing the enormous inundation of understudies into auxiliary tutoring (Government of Lesotho, 2005). One of the vital explanations behind ceaseless TPD is that it is for the most part seen as an impetus for instructors' inspiration and controls the odds of educator wear out. Great quality educator schooling and the continuous expert advancement of instructors the review finishes up, are totally imperative to the prosperity of understudy's scholastic execution.

Neches (2012), conducted a study in Mumias Sub County in Kenya on the Influence of Teachers on Performance of Students in English language in Public auxiliary schools, set up that, educators' expert headway had a significant impact in deciding understudies' scholastic presentation. Participation of short courses, outer studios and classes and conferences and different courses for proficient headway outfitted the educator with vital current information and abilities important for compelling substance conveyance. This goes a long way in enhancing academic performance of the students. The above studies have endeavored much to establish the significance relationship between teacher professional development and the academic performance of students in examinations the same theme this study addressed.

2.7 Summary of Literature Review

From the reviewed studies, it has emerged that a number of scholars such as Adeyemo (2012), Owings, Kaplan and Nunnery (2005) agree that there is a positive correlation between instructional supervision and students' academic performance. The studies were however silent on the influence of Principals' management practices on students' academic performance. Studies conducted in Nigeria by Dangara (2015) and by Norviewu-Mortty (2012) in Ghana established that the Principal plays a pivotal role in ensuring that the effects of inadequacies of teaching and learning materials are mitigated hence improved

academic performance. However a study by Orodho & Waweru (2014) revealed that Principals disagreed with the fact that planning of physical and human resources was a key determinant of students' academic performance. The above studies emphasized mainly on the correlation between the availability of teaching and learning resources on academic performance and not on the influence of Principals' management practices on students' academic performance. Studies on teacher development programs center much on the relationship between teacher professional development and efficacy in teaching; the studies do not however investigate the influence of Principals' management practices on students' academic performance. Most reviewed empirical studies on Principals communication strategies set out to establish the importance of effective communication strategies on teachers' job performance. The studies do not however seek to establish the influence of the overall Principals' management practices on students' academic performance a gap this study addressed.

2.8 Theoretical Framework

The current study adopts Douglas McGregor's Theory X and Theory Y (McGregor, 1960). Theory X postulates that work is inherently distasteful to many people, most people are not ambitious, have little desire for responsibility, and prefer to be directed, most people have little capacity for solving organizational problems, most people must be closely controlled and often forced to achieve organizational objectives. Therefore since people are generally lazy, dislike work and will avoid it they need to be coerced in order to do it. In applying this theory, the Principal need to ensure strictness, control, coercion, threats and reward power in order to attain high teacher and student performance. This theory is suitable in the current study to the extent that the Principal may be required to supervise the implementation of the curriculum which in essence translates to close monitoring of teachers if the institution is to enhance academic performance. A careful analysis of theory X brings out some inherent strength in relation to the current study such as; the theory advocates for close and careful supervision, it relies on many detailed directions and demanding complete compliance from the teachers.

However theory X has some weaknesses, for instance with respect to the current study, the Principal views teachers as unreliable, irresponsible and immature. Therefore all decisions are made and channeled from the top. The teachers do not have any say on the matters that affect them. Therefore they view the management as a detached authority and themselves as comatose receptors of instructions. As a result they withhold their ideas that could have contributed to uplifting academic standards of the school.

On the other hand, theory Y postulates that people are not lazy and does view work as natural as play, if the conditions are favorable; self-control is often indispensable in achieving organizational goals. People can be self-directed and creative at work if properly motivated. Theory Y is suitable for the current study in that it advocates not only for decentralization of power, but also delegation of authority to teachers. Proper communication strategies by the Principals are therefore essential. Besides, workers are given authority to a certain extent, for example workers are delegated a large measure of self-control, self-direction, freedom to act, responsibility and recognition for achievement. One way of doing this in a school set up is for the Principal to give the teachers freedom to come up with ways in which they think they can improve the academic achievement of their students; if the ways are tenable then the Principal facilitates the teachers towards attaining their set standards. In relation to the current study, this may entail upgrading the teachers through professional development programmes and creating to them an enabling environment through the provision of the necessary teaching and learning resources

2.9 Conceptual Framework

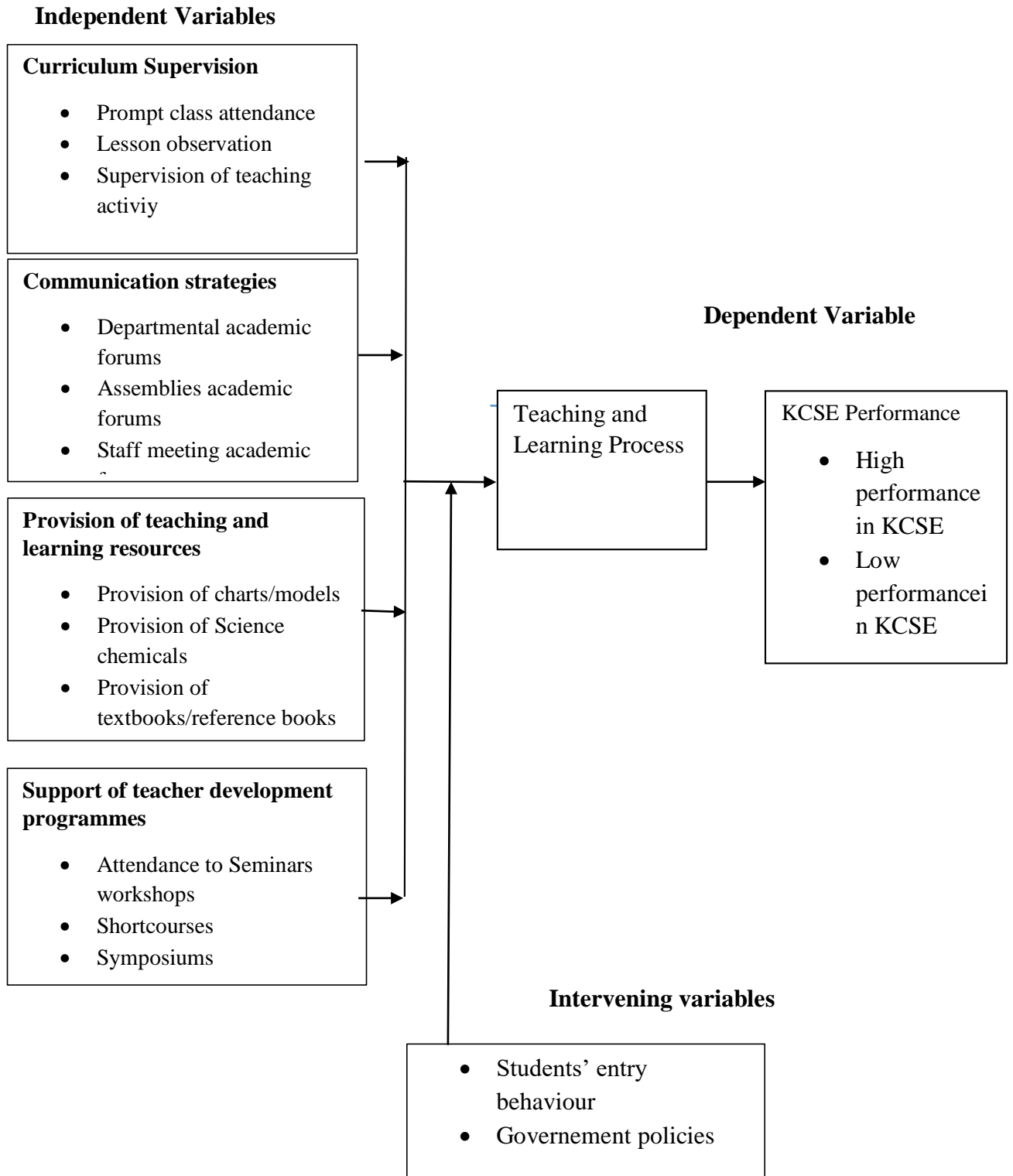


Figure 2.1 Conceptual Frameworks on Principals' Management Practices

The current study used the conceptual framework presented as conceptualized by the researcher in figure 2.1. The independent variables in the study included Principals' supervision of the curriculum, communication strategy of the Principal, provision of teaching and learning resources and support of teachers' capacity development programmes. All these variables constitute Principals' management practices that have influence on the students' academic achievement.

Curriculum supervision will ensure that classes are promptly attended, class observation by principal and supervision of teaching activities all are in place. This will boost content delivery with the effect of improved academic performance. A Principal who employs good communication strategies which entails discussing academic issues in staff meeting, assemblies and departmental forums and consultations gets proper feedback from the subjects hence creating harmony in the workplace hence enhancing academic attainment.

Teaching and learning resources such as charts, models and textbooks. Revision materials and science chemicals and equipment play a pivotal role in facilitating teaching and learning process, therefore by availing these resources; the students' academic achievement is enhanced. Principals who support teacher professional development programmes such as seminars and capacity building workshops and short courses enhance their capacities to deliver in line with the best pedagogical practices. The Principal as a lead educator and a school manager vested with managerial roles has a responsibility of instituting a management process to bring about the desired educational outcome in the school.

The independent variable were mediated by the process of teaching and learning which transmitted the effect of Principals management practices to improved students' performance in examinations. The desired outcome in this case is the dependent variable which will be manifested in good performance in KCSE. However, there may exist, intervening variables that are beyond control of the Principal and yet they may affect academic performance of the school. For instance, the principal may not have a say on students' entry behavior especially when the Government is advocating for automatic promotion criteria and 100% transition to secondary schools. The ever changing

Government policies may have a bearing on academic performance with the Principal having no control over them. Intervening variables like government policy and students entry behavior was likely to restrain the strength of relationship between the dependent and independent variables. The intervening variables being not part of the study were controlled to evade interference with the results of the study. The intervening variables were be controlled by ensuring adherence to the government policy on secondary school headship and commitment in raising students value addition through committed teaching.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprised of the research methodology for the study It is presented into these sub-headings: research design, target population, sampling techniques and sample size, research instruments, validity of instruments, reliability of instruments data collection procedures data analysis techniques and ethical considerations.

3.2 Research design

The research design provides a plan for data collection and interpretation. The study adopted a descriptive survey research design in order to investigate the influence of principals' management practices on students' academic performance. This design was suitable for fact finding as it captures varied opinions and views held at a given time. According to Kothari (2008) the design allows the generalization of findings from a sample to a wider representation of the population. According to Borg & Gall (1989), descriptive surveys are used by researchers to gather information, summarize, present, interpret and use it to describe the nature of existing conditions. This design was appropriate for this study for it assisted in getting information from the principals and teachers on the various management practices used by principals in running the schools.

3.3 Target Population

According to Kombo & Tromp (2006) target population refers to the large group from which the sample is taken. It should be representative, accessible and should have some knowledge of the topic being investigated (Kombo & Tromp, 2006). The target population for the current study was Principals in Public Secondary Schools' in Mbooni West Sub-County, Makueni County. The sub-county has 46 public secondary schools spread over three divisions namely; Mbooni, Kirundi and Tulimani divisions. The target population was all the 46 principals and the 302 teachers in the public secondary schools in the sub county.

3.4 Sampling Techniques and Sample Size

Fraenkel & Wallen (2000) notes that, a sample in research refers to any group on which information is obtained. Sampling on the other hand refers to the process of selecting individuals who will participate as part of the study. The researcher stratified the public secondary schools into divisions, namely: Mbooni, Kitundu and Tulimani. Mugenda & Mugenda, (2009) notes that at least 30% of sample size is recommended as adequate in social sciences. For teachers a sample of 30% of the teachers in each division was chosen to participate in the study. This gave a total of 36, 30 and 24 teachers in Mbooni, Kitundu and Tulimani divisions respectively being 30% of the total number of teachers in each of the three divisions. Proportionate sampling was done to select 2 teachers from each school to participate in the current study. Teachers selected were then randomly sampled to participate in the study as shown in Table 3.1 However, since the number of Principals was not large, a census for all the 46 Principals in the sub county was done. According to Orodho, (2008), when the target population is small, one can include all the population in the study. The total sample size will comprised a universe of 138 respondents

Table 3.1 Sample Size for the Study

Division	Target Population		Proportionate sampling Per School	Sample Size	
	Principals	Teachers		Principals	Teachers
Mbooni	18	120	$\frac{36}{18} = 2$	18	36
Kitundu	16	100	$\frac{32}{16} = 2$	16	32
Tulimani	12	82	$\frac{24}{12} = 2$	12	24
Total	46	302		46	92

3.5 Research Instruments

According to Albertine, (2009), a research instrument is a device that can be used to collect data so as to accomplish the result findings. This research used questionnaires to collect data from Principals and teachers. As Kombo and Tromp (2006) observes, questionnaires give respondents freedom to express their views or opinion and also to make suggestions. They further note that a questionnaire is a research instrument that gathers data over a large

sample. Questionnaires are also quick to administer where time constraint exists as well as being anonymous hence respondents are likely to be more candid (Mugenda & Mugenda, 2009). The study involved two questionnaires, one for Principals and one for teachers. The questionnaires for both teachers and principals had five common Sections while the one for the principal had an additional section. Section A collected bio data about the respondents such as gender, age, highest academic qualifications, length of stay in the current station and teaching experience. Section B collected information on Principals' involvement in curriculum supervision and students KCSE performance. Section C gathered information on Principals communication strategies and students KCSE performance. Section D collected data on provision of teaching and learning resources and students KCSE performance while Section E collected information on teacher development programmes and students KCSE performance. Section F for the principals collected information on Students KCSE performance for the period under study.

3.6 Validity of Research Instruments

Validity of a research instrument is the extent to which the instrument measures what it is supposed to measure. According to Mugenda & Mugenda (2009) validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Kothari (2008) defines content validity as 'the degree to which the research instrument measures what it should measure. Content validity will be ascertained by having the instrument appraised by the researcher's supervisors as professionals or experts as suggested by Mugenda and Mugenda (2009). Their suggestions will be incorporated in the construction of sample items of the instruments. To ensure content validity of the instruments a pilot study will be conducted in two schools. According to Connelly (2008) a pilot study sample should be at most 10% of the sample projected for the study, 10% of 46 schools is five schools. Two schools (Two principals and two teachers) participated in the pilot testing. (two respondents were within range as proposed by (Connelly 2008). The pilot schools were not included in the study. After piloting, items that were considered irrelevant, ambiguous and inadequate items were corrected.

3.7 Reliability of Research Instruments

Reliability refers to the ability of an instrument to give the same results when subjected to the same subject at different times (Kothari, 2008). To ensure reliability of the research instruments test-retest method. The questionnaires were administered twice at an interval of two weeks. According Connelly (2008) utmost 10% of the sample size is sufficient in determining the reliability of research instruments by test-retest method. Therefore two principals and two teachers participated in the study. Pearson's Product Moment correlation formula shown below will be used to calculate the correlation coefficient between the two tests.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n(\sum x^2) - (\sum x)^2\}\{n(\sum y^2) - (\sum y)^2\}}}$$

Where r is Pearson's coefficient of correlation coefficient

n -is the number of respondents

x -scores of the 1st administration of the questionnaire

y-Scores of the 2nd administration of the questionnaire

Kothari (2008) notes that, a value of 0.75 was taken to mean that the instrument was reliable.

3.8 Data Collection Procedures

The researcher obtained an introduction letter from the Board of Post Graduate Studies of South Eastern Kenya University. A permit to carry out research was obtained from the National Commission of Science Technology and Innovation (NACOSTI). The researcher obtained permission to conduct research from Mbooni Deputy County Commissioner and Mbooni West Sub County Education Officer. Once the permission was obtained, the researcher booked an appointment with the Principals of the sampled schools. Upon visiting the schools, the researcher introduced the study intention to the Principal with a view to getting introduced to the teachers. To the teachers, the researcher took them through the questionnaire and sought their informed consent to participate in the research at the same time assured them confidentiality. After the agreed period of time, the researcher collected the filled in questionnaires.

3.9 Data Analysis Techniques

Upon successful data collection, the researcher sorted and coded the data in preparation for data analysis. Data collected was analyzed quantitatively. Descriptive data was obtained from the closed-ended items in the questionnaires. The data was grouped into different categories of items consistent with the research objectives. Deductions and generalizations were made using patterns and trends of the responses. Coded data was entered into the computer using SPSS program. Specifically, the data was analyzed using simple descriptive statistics: percentages, means and frequencies. The data was presented in frequency distribution tables, pie-charts, bar graphs and line graphs. Responses based on the objectives were structured into themes for easier analysis.

Inferential data .Regression analysis was used to test the hypothesis. The study research hypothesis was presented by inferential statistics. Pearson correlation coefficient was used to determine level and the strength of the relationship between principals' management practice and students' academic performance. The value of the coefficient of the correlation (r) ranges between 1 - and 1. A correlation of zero indicated no relationship at all while values close to -1 and + 1 indicated either strong negative or strong positive relationship between the independent and dependent variables. Principals' management practices were the predictor variable that explained the strength of students' academic performance (outcomes)

Pearson chi test was used to determine the influence of principals' management practices and students' academic performance. The acceptable level of significance for the Pearson chi test was 0.05 (p) levels. Levels of significance found to be greater than 0.05 implied that Principals' management practices did not influence students' academic performance. On the contrary, if the level of significance was less than 0.05 then the relationship between Principals' management practices was found to influence students' academic performance. A p value (*less than 0.05*) indicated that the results were statistically significant. This degree of (p), which formed decision boundary of either rejecting or upholding the Null hypothesis was used decides on the validity of the study's hypothesis. Values of (p) lower

than 0.05 led to rejection of the Null hypothesis while (p) value higher than 0.05, led to upholding of the Null hypothesis.

3.10 Ethical Considerations

Ethics search for reasons for acting or refraining from acting; for approving or not approving conduct; for believing or denying something about virtuous or conduct or good or evil rules (Mugenda & Mugenda, 2009). Christensen (2006) warns that access alone is not all that the researcher needs for successfully interacting with subjects and collecting data. A good working atmosphere with respect and trust was established before the researcher settles for data collection. In this study therefore, the researcher sought authority to carry out research from the relevant authorities including the department of educational administration and planning, NACOSTI and the sub county education office. The researcher, in engaging the respondents, sought for their informed consent. The research assured the respondents of confidentiality and also required them not to indicate their identities in the questionnaires so as to guarantee anonymity.

CHAPTER FOUR

4.0 RESEARCH RESULTS

4.1 Introduction

This chapter consists of analysis and presentation of research results of the data collected. The study investigated the influence of Principals' management practices on academic performance in public secondary schools in Mbooni West Sub County, Makueni County. Data was collected from principals and teachers. The chapter is organized into the following sections, instrument return rate, the background information of the respondents and results as per study objectives. The specific objectives of the study were to; determine the influence of principals' involvement in curriculum supervision, principals' communication strategies, principals' involvement in provision of learning and teaching resources and principals' support of teacher development programmes on students' academic performance in secondary schools of Mbooni West Sub County, Makueni County. Lastly the results of the study hypothesis were presented.

4.2 Instrument Return Rate

The study sought for information on the influence of Principals' management practices on academic performance in public secondary schools in Mbooni West Sub County, Makueni County. Forty six questionnaires were administered to school principals and 92 questionnaires administered to teachers of the 46 sampled schools out of which 40 questionnaires for principals and 90 for teachers were satisfactorily responded to. The information on instrument rate is presented in Table 4.1.

Table 4.1: Questionnaire Return Rate

Sample	Sample Size	Questionnaires Returned	Response Rate
Principals	46	40	87%
Teachers	92	90	97.8 %
Total	138	120	92.4%

The return rate represented in Table 4.1 shows that 87% and 97.8% as the total instrument return rate for principals and teachers respectively. The return rate for the teachers was higher for the principals since some principals were not in their work stations during the time for collection. Mugenda (2003) posits that 50% of instrument return rate is adequate, 60% is good and 70% or more is very good. The response rates were deemed satisfactorily. Based on this position; the response rate of 87% percent and 97.8 % in this case was very good. This commendable response rate was because the researcher administered the questionnaires through drop - appointment for collection method. The return rate was also high because the researcher collected the questionnaire immediately they were filled.

4.3 Respondents' demographic information.

The study sought the background information from the respondents on their gender, age, highest professional qualification, their teaching experience and the length of their stay in the current school. The researcher wanted to establish the influence of these biographic parameters of the respondents on academic performance in public secondary schools in Mbooni Sub county Makueni County.

4.3.1 Gender of teachers and principals

The study sought the distribution of both the principals' and teachers' by gender. The researcher was interested in their gender for it would capture equal attention given to males and females in school leadership and teacher staffing. Information on the gender of the respondents was sought by the researcher in order to bring out the participation of both male and female respondents in the study. Both male and female would give the diversity of opinion on issues of academic performance. The results were presented in Table 4.2

Table 4.2 Gender of teachers and principals

Gender	Teachers		Principals-	
	Frequency	Percentage	Frequency	Percentage
	F %	%	(F)	%
Male	46	51.1	22	55
Female	44	48.9	18	45
Total	90	100	40	100

The data presented in Table 4.2 indicated that respondents both male and female participated in the study. The information in Table 4.2 indicated that 51.1% (46) of the teachers were males while the females were 48.9% (44). The analysis showed that schools in Mbooni Sub County were staffed with both gender with only a small variation in numbers. This data implied that there was gender parity in the staffing of the schools in Mbooni Sub county. The principals' gender distribution indicated that 55% (22) were males and 45% (18) were females. The information indicated that headship of public secondary schools in Mbooni Sub county were almost equally staffed in both gender. This shows that staffing in the sub county has adhered to Ministry of Education policy on a third rule in appointment opportunities for either gender.

4.3.2 Age of Respondents

The age of the respondents was also interest to the study. The ages of the respondents was intended to evaluate their abilities in handling issues related to leadership for the principals and instruction for teachers and how they translated to students' academic performance. The information is presented in figures 4.1 and 4.2

Figure 4.1. Age of Principals

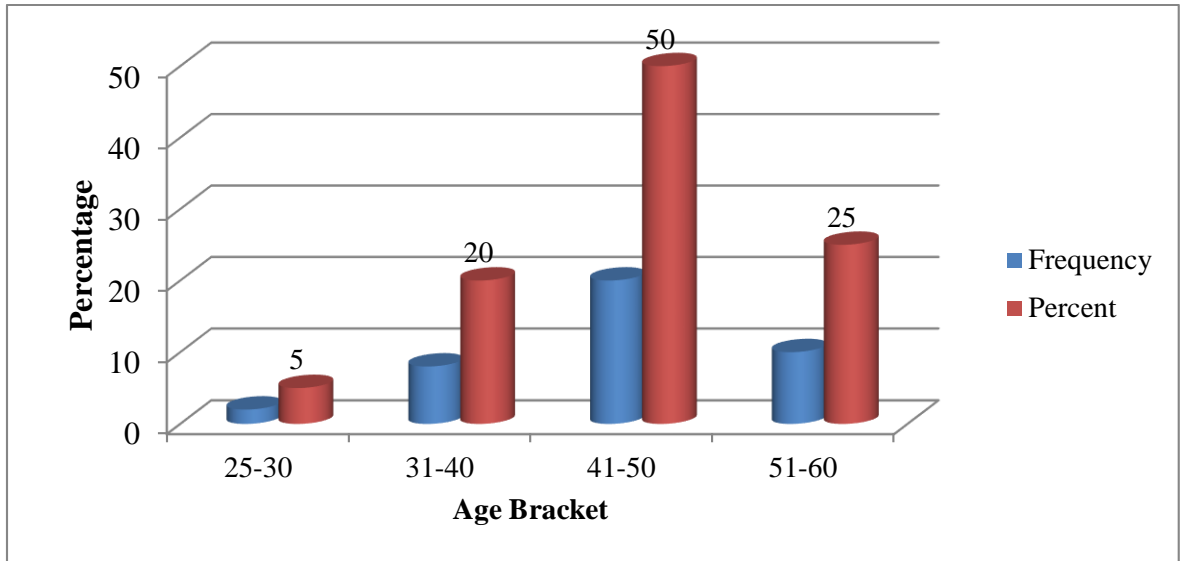
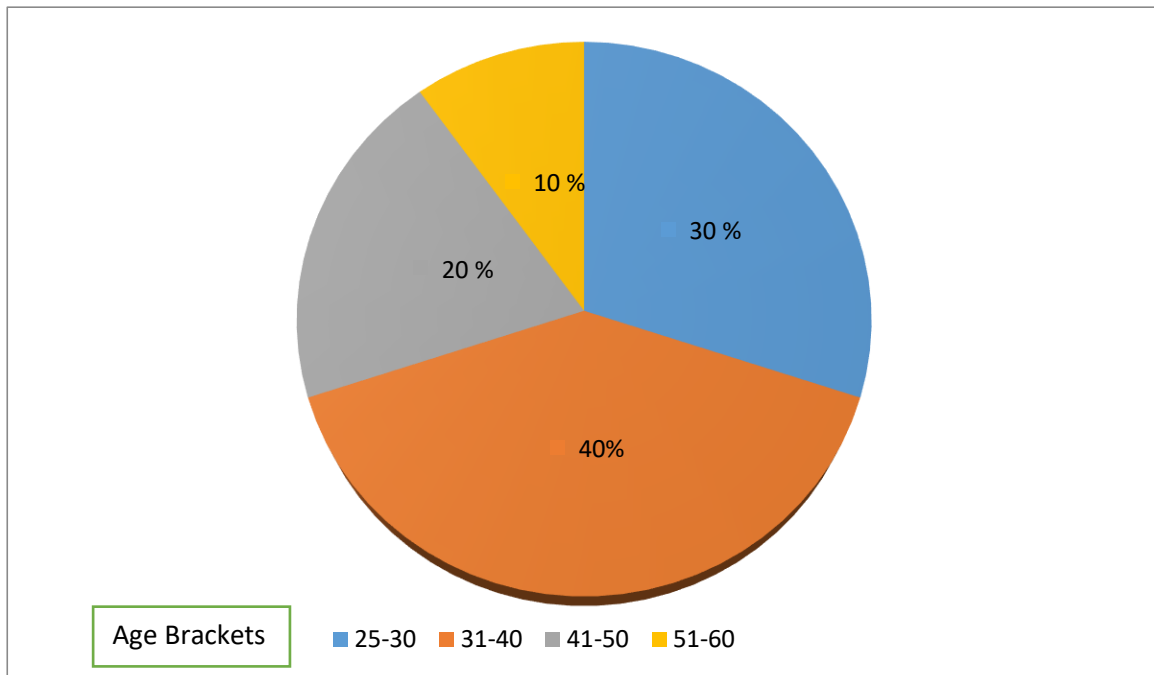


Figure 4.1: Distribution of Principals by Age

Age in years of principals in Mbooni Sub County was established and analyzed. The principals' age in years shows that half of the principals representing 50% were aged between 41-50 years while those aged between 51-60 were 25%. Those within age brackets of 31-40 represented 20% of the principals. Only a small number representing 5% of the principals were aged between 25-30 years. This data reveals that the principals who took part in the study had varied age brackets. The information presented shows that the majority of principals were above 40 years of age hence the researcher hoped that they were mature and had wisdom in managing schools to foster academic performance of the learners.

Figure 4.2 Age of the teachers



As illustrated in figure 4.2, a larger proportion of the teachers representing 40 percent were aged between 31 and 40 years while a small proportion of teachers 10% percent were aged between 51-60 years. The teachers in age brackets 41-50 and 25-30 took percentages of 30 and 20 respectively. The analysis shows that all teachers were distributed in all the age brackets. The data implies that majority of the teachers were relatively young and hence active in their teaching responsibilities hence expected to produce good academic results.

4.3.3 Academic Qualification of Respondents

The study also sought for information on the highest academic qualification of the respondents. The academic qualification was of interest to the researcher because education enhances the proficiency, operational and conceptualization of skills of individuals. For this reasons, the highest academic qualification of both teachers and principals was sought in order to find out their role in production of KCSE results in the sub county. The academic qualification of the respondents who took part in the study was also vital as it pointed out whether they had the required qualification to teach in secondary schools and be appointed as heads of secondary schools. The results are presented in Table 4.3.

Table 4.3: Academic Qualification of Principals

Academic qualification	Teachers		Principals	
	Frequency F	Percentage %	Frequency (F)	Percentage %
Diploma in Education	10	11.	2	5
B.Ed. Arts/Science	50	55.6	20	50
B.Sc. /BA (PGDE)	25	27.8	10	25
Master in Education	5	5.6	8	20
PhD	0	0	0	0
Total	90	100	40	100

The analysis shown in Table 4.3 indicated that majority of the teachers 50 (55.6 %) and principals 20 (50%) had Bachelor of education degree (B.Ed. Arts and B.Ed. Science) qualification which qualifies them as professional teachers. Those with BSc/BA with PGDE were 25 (27.8%) for teachers and 10 (25% for the principals. Twenty principals represented by 20% and 5 (5.6%) of the teachers had Master in Education degree qualification. This information shows that the teachers and the principals had advanced in their professional qualifications. The analysis also established that 10 (11%) of teachers and 2 (5%) of the principals had diploma in education. None of the teachers and principals had Ph.D. qualification. The results revealed that all the principals and teachers in secondary schools in Mbooni Sub County were professionally qualified teachers who had the expertise to deliver good results in KCSE examinations. The information indicated that all the principals and teachers teaching in secondary schools in Mbooni Sub County were qualified teachers who could teach competently and post good results in national examinations.

4.3.4 Years of teaching and teaching experience

The teaching experience for both the principals and teachers was also sought for the researcher believed that work experience of teachers and principals determined their

mastery in content delivery and management skills respectively. The results were presented in table 4.4.

Table 4.4: Years of teaching experience for principals and teachers.

Responses	Teachers		Principals	
	Frequency	Percentage	Frequency	Percentage
	(F)	%	(F)	%
0-5 years	14	15.6	0	0
6-10 years	28	31.1	0	0
11-15 years	24	26.7	5	12.5
16-20 years	14	15.6	15	37.5
Over 20 years	10	11.	20	50
Total	140	100	40	100

The information presented in table 4.4 established that half of the principals (50%) and 10 (11%) of the teachers had a teaching experience of over 20 years while 14 (15.6%) of teachers and 15(37.5%) of the principals had served for a period of between 16-20 years. A small number of principals representing 5 (12.5%) had an experience of between 11-15 years while 24 (26.7%) of the teachers had the same teaching experience. None of the principals had served for between 0-5 and 6-10 while the teachers who served for same period were 14 (15.6%) and 28 (31.1%) respectively. The information illustrated in the table reveal that the respondents had sufficient experience and were conversant with their job requirements and they could effectively respond to the research questions from an informed point of view.

4.3.5 Length of stay in current station

The principals and the teachers were asked to indicate the length of stay in their current station .This was believed to provide information on the output of the teachers in examinations and also give highlights on principals’ administrative practices in that current station that was hoped to give bearing on students’ performance in KCSE.

The analysis is presented in figure 4.3

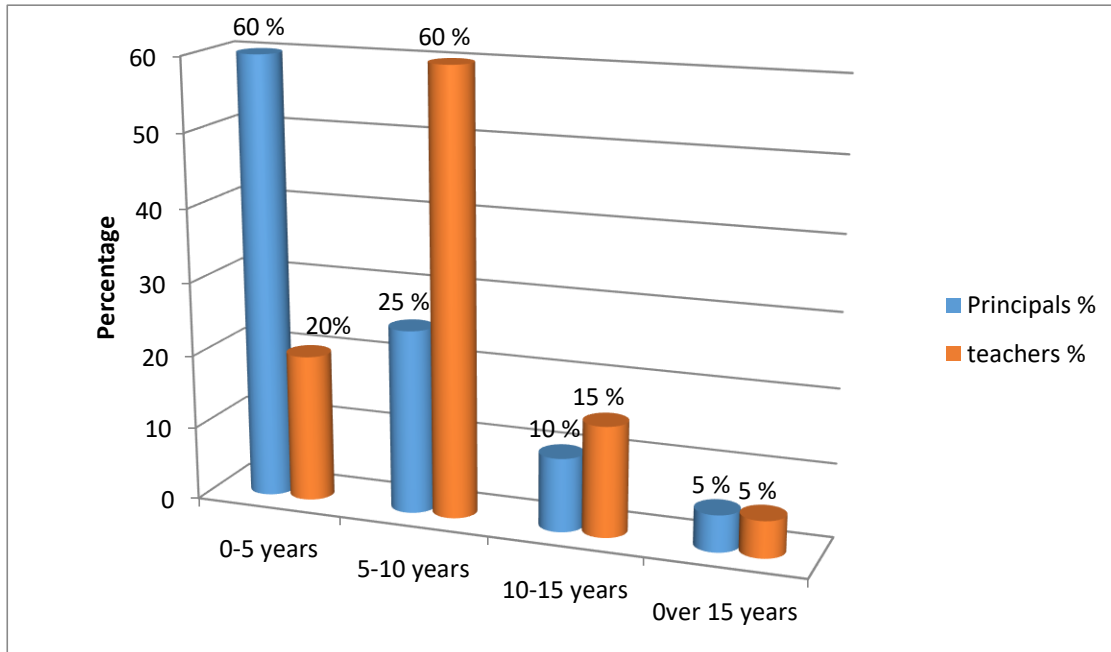


Figure 4.3: Length of stay in current station

Figure 4.3 illustrates that Equal number of both principals and teachers represented by 5% had stayed in their current station for over 15 years while 15% of teachers and 10% of principals had stayed in their current station for between 11 and 15 years respectively. Majority of the teachers represented by 60% had stayed in their current station for between 6-10 years while 25% of the principles and stayed for the same period of time. The analysis also established that majority of the principals representing 60% had been in their current station for between 0-5 years while 20% of the teachers had stayed in their current station for a similar period of time . The principals short stay and high numbers of principals could be because of the policy of delocalization where mass transfers of principals was done in line with TSC policy that school heads must not serve in one station for more than ten years. This period of stay in their current station was found long enough for teachers to post results which were of interest to the researcher and for principals to put in place management practices that could influence students' performance in KCSE.

4.4 Presentation of findings by each objective

4.4.1. Principals' involvement in curriculum supervision and students' performance

The first objective of the study sought to determine the level of principal's involvement in curriculum supervision with the aim of determine how the involvement influences students' academic performance. In order to determine the influence of Principals' involvement in curriculum supervision on students' academic performance in secondary schools of Mbooni West Sub County, Makueni County, both the principals and teachers were provided with statements on principals' role in supervision of curriculum. The respondents were asked to indicate the extent to which they agreed or disagreed with a number of statements provided on the liker scale of; SA- Strongly Agree); A- Agree D- Disagree; SD-Strongly Disagree.

Principal's and teachers' responses regarding the influence of Principals' involvement in curriculum supervision on students' academic performance in secondary schools of Mbooni West Sub County, Makueni County.

Table 4.5: Principals ensure that lesson observation is carried for each teacher

Statements	Respondents	SA		A		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%
Principals ensure that lesson observation is carried for each teacher	Principals	37	92	3	8	0	0	0	0	40	100
	Teachers	81	90	9	10	0	0	0	0	90	100

Data in Table 4.6 Shows that a considerable majority of principals 37(92%) and 81(90%) of teachers strongly agreed that Principals ensure that lesson observation is carried for each teacher in their schools. Similarly 3 principals and 9 teachers representing 8% and 9% respectively agreed that Principals ensure that lesson observation is carried for each teacher

in public secondary schools in Mbooni sub county. None of the respondents either disagreed or strongly disagreed to the opinion.

4.6: Principals supervise the teachers in their teaching activities

Statements	Respondents	SA		A		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%
Principals supervise the teachers in their teaching activities	Principals	40	100	0	0	0	0	0	0	40	100
	Teachers	90	100	0	0	0	0	0	0	90	100

Data presented in Table 4.8 further indicated all the principals and teachers strongly agreed that principals supervise the teachers in their teaching activities as attested by 100% response rate. This position was neither contradicted by any respondent.

4.7: Principals discuss class observations with the teachers.

Statements	Respondents	SA		A		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%
Principals discuss class observations with the teachers	Principals	16	40	14	35	10	15	0	0	40	100
	Teachers	32	35.6	41	45.6	27	18.8	0	0	90	100

The research results presented in Table 4.9 established that Principals discuss class observations with 32 (35.6%) of teachers and 16 (40%) of the principals strongly agreeing to the statement, while 14 (35%) of principals and 41(45.6%) of teachers agreed that principals discuss class observations with the teachers. A small number of teachers and principals disagreed with the position representing 18.8% and 15% respectively. The

position that Principals discuss class observations with the teachers was strongly disagreed by any respondent.

4.8: Principals ensures that lessons missed are recovered

Statements	Respondents	SA		A		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%
Principals											
ensure that											
lessons missed											
are recovered											
	Principals	20	50	16	40	4	10	0	0	40	100
	Teachers	54	60	27	30	9	10	0	0	90	100

The information presented in Table 4.1.0 indicate that majority of the teachers and principals who took part in the study represented by 60% and 50% respectively strongly agreed that Principals ensures that lessons missed are recovered by the teachers. Similar 40% and 30% of principals and teachers respectively also agreed to the statement that Principals ensures that lessons missed are recovered .Only 10% of both respondents disagreed and were on a centrally opinion.

Table 4.9: Principal ensure class attendance register for teachers is always up to date

Statements	Respondents	SA		A		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%
Principal											
ensure class											
attendance											
register for											
	Principals	8	20	24	60	6	15	2	5	40	100
	Teachers	45	50	27	30	14	15.5	4	4.5	90	100
teachers is											
always up to											
date											

The information illustrated by the analysis established that half of the teachers and 20% of the principals strongly agreed that Principals ensure class attendance register for teachers are always up to date. This position was similarly confirmed by 60% principals and 30% of teachers respectively who agreed to the assertion. A small number of principals 6 (15%) , 2 (5%) and 14 (15.5%) , 4 (4.5%) of teachers respectively disagreed and strongly disagreed that Principals in Mbooni sub county ensure class attendance register for teachers are always up to date.

4.4.2 Influence of Principals’ involvement in curriculum supervision on students’ academic performance in secondary schools

Both the teachers and the principals were requested to indicate the extent to which they felt that Principals’ involvement in curriculum supervision influenced students’ academic performance in public secondary schools of Mbooni West Sub County, Makueni County. The researcher felt that curriculum implementation was very important for academic excellence of any school and that the involvement of the principal in this management practice was a key component of the study. The teachers and principals were requested to indicate how influential they felt Principals’ involvement in curriculum supervision influenced students’ academic performance in public secondary schools of Mbooni West Sub County, Makueni County was. The findings were as contained in Table 4.6.

Table 4.10: Influence of Principals’ involvement in curriculum supervision on students’ academic performance in secondary schools

Responses	Principals		Teachers	
	Frequency	%	Frequency	%
Very influential	30	75	63	70
Influential	10	25	27	30
Less influential	0	0	0	0
Not influential	0	0	0	0
Total	40	100	90	100

The data contained in Table 4.1.2 showed that 30 (75%) and 63 (70%) of both the teachers and principals respectively attested that Principals' involvement in curriculum supervision in secondary schools in Mbooni Sub County was very influential in determining students' academic performance in secondary schools. Likewise 10 (25%) of teachers and 27 (30%) of the principals respectively affirmed that Principals' involvement in curriculum supervision was influential in determining students' academic performance in secondary schools in Mbooni sub county. None of the respondents felt that principals' involvement in curriculum supervision was not influential at all or less influential in determining students' academic performance in secondary schools.

The study's first hypothesis stated:

Ho1: There is no statically significant relationship between principals' involvement in supervision of the curriculum and students' academic performance in secondary schools of Mbooni West Sub County

In order to establish whether there was a statistically significant relationship between principals' involvement in in supervision of the curriculum and students' academic performance in secondary schools of Mbooni West Sub County, a regression test was carried out between the responses on principals 'and teachers' responses on how influential principals' involvement in supervision of the was students' academic perforce. This output was correlated with the mean scores of student's performance for the period being studied. A coefficient of correlation (r) was determined which established the strength of the correlation. The results were presented in Table 4.1.3.

Table 4.11: Regression coefficient model summary of the influence of the principals' involvement in supervision of the curriculum on students' academic performance

Independent variable(Constant predictor)	Dependent variable	(r)	Sig. (b)
Principals' involvement in supervision of the curriculum	Students' Academic performance	0.721	
		Pearson Chi Test	0.003

Significant at the 0.05 level (2-tailed) do= 1

(a) Constant predictor: Principals' involvement in supervision of the curriculum

(b) Dependent Variable: Students' academic performance

Table 4.1.3. Shows that the coefficient of correlation (r) for Principals involvement in supervision of the curriculum was 0.721 implying a very strong positive relationship between the predictor variable (Principals involvement in supervision of the curriculum) and Students academic performance (outcome).

The output in Table 4.3.1 also revealed that the significant level of Principals involvement in supervision of the curriculum and students' academic performance was highly significant at p level 0.003 a value lower than alpha 0.05 implying that there was a high significant influence of Principals involvement in supervision of the curriculum on students' academic performance. The relationship indicated that Principals involvement in supervision of the curriculum resulted to high levels of students' academic performance

4.5 Principals' communication strategies and academic performance

The second objective of the study sought to establish the influence of Principals' communication strategies on the academic performance of students in secondary schools

of Mbooni West Sub County, Makueni County. In order to establish these principals' teachers were asked to indicate the communication strategies used by the principal as a management tool in promoting academic performance in their schools. The respondents were asked to indicate the extent to which they agreed or disagreed with a number of statements about principals' communication strategies provided on the liker scale of ; SA- Strongly Agree ; A- Agree D-Disagree; SD-Strongly Disagree. The results are presented in Tables 4.13, 4.1.4 and 415

Table 4.12: Principal communicate academic issues to teachers through departments

Statements	Respondents	SA		A		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%
Principal communicate academic issues to teachers through departments											
	Principals	10	25	20	50	10	25	0	0	40	100
	Teachers	27	30	45	50	18	20	0	0	90	100

The results presented by analysis shows that half of the teachers and principals agreed that Principal communicate academic issues to teachers through departmental hierarchy while 25% of the principals and 30% Of the teachers strongly agreed that Principals communicate academic issues to teachers through departmental hierarchy. On the same note 25% of principals and 20% of teachers opined that through disagreement that Principal do not communicate academic issues to teachers through departments. None of the respondents strongly disagreed to the statement.

Table 4.13: Principal communicates academic issues to teachers through staff meetings.

Statements	Respondents	SA		A		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%
Principal communicate academic issues to teachers through staff meetings	Principals	37	92.5	3	7.5	0	0	0	0	40	100
	Teachers	81	90	9	10	0	0	0	0	90	100

The analysis in Table 4.1.5 reveal that a considerable majority of the teachers represented by 90% and 92.5% of the Principals confirmed by strongly agreeing that Principal communicate academic issues to teachers through staff meetings while minority of the principals and teachers representing 7.5% and 10% of teachers agreed that Principal communicate academic issues to teachers through staffmeetings.All the respondents negated the statement by strongly disagreeing and disagreeing that Principal do not communicate academic issues to teachers through staff meetings..

Table 4.14: Principal communicates academic issues to teachers through staff meetings.

Statements	Respondents	SA		A		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%
Principal communicate academic issues to teachers and students through assemblies	Principals	11	27.5	16	40	8	20	5	12.5	40	100
	Teachers	22.	24.4	36	40	18	20	14	15.6	90	100

The data in Table 4.1.6 established that the same number of both teachers and principals representing 40% agreed that Principals communicate academic issues to teachers and students through assembly's .Similar another equal number of both teachers and principals (20%) disagreed to the statement. The analysis also indicates that 27.5% and 24.4% of the principals and teachers respectively strongly agreed that Principals communicate academic issues to teachers and students through assemblies. Finally 12.5% of principals and 15.6% of the teachers respectively disaffirmed that Principals communicate academic issues to teachers and students through assemblies by strongly disagreeing.

4.5.1 Influence of Principals' communication strategies on the academic performance of students in secondary schools of Mbooni West Sub County, Makueni County.

Information on how influential the principals' communication strategies were on the academic performance of students in secondary schools of Mbooni West Sub County, Makueni County was also of interest to the study since it's through communication that planning, expectations and strategies of academic performance could be communicated to the stakeholders in the school. The teachers and the principals were requested to indicate the extent to which they felt that principals' communication strategies influenced students' academic performance of students in public secondary schools in Mbooni West Sub County, Makueni County. The findings were as contained in Table 4.1.6

Table 4.15: Influence of Principals' communication strategies on the academic performance of students in secondary schools of Mbooni West Sub County, Makueni County.

Responses	Principals		Teachers	
	Frequency	%	Frequency	%
Very influential	32	80	65	72.2
Influential	8	20	25	27.8
Less influential	0	0	0	0
Not influential	0	0	0	0
Total	40	100	90	100

The outcomes contained in Table 4.1.6 revealed that a considerable majority of principals 32 (80%) and 65 (72.2%) of the teachers respectively affirmed that Principals' communication strategies was very influential on the academic performance of students in public secondary schools of Mbooni West Sub County, Makueni County. Similarly 25 (27.8%) of teachers and 8 (20%) of the principals respectively attested to the statement that Principals' communication strategies was influential to the academic performance of students in public secondary schools of Mbooni West Sub County, Makueni County. All the principals and teachers did not opine that Principals' communication strategies was less influential or not influential at all on the academic performance of students in public secondary schools of Mbooni West Sub County, Makueni County.

The study's second hypothesis stated:

Ho2 There is no statistically significant relationship between principals' communication strategy and students' academic performance in public secondary schools of Mbooni West Sub County, Makueni County?

The study further wanted to establish whether there was a statistically significant relationship between principals' communication strategies and students' academic performance in public secondary schools of Mbooni West Sub County, Makueni County. A simple regression test was carried out between the responses on principals 'and teachers' responses on how influential principals' communication strategies were on students' academic performance in public secondary schools of Mbooni West Sub County, Makueni County. The results of the responses were correlated with mean scores of student's performance for the period being studied. A coefficient of correlation (r) was determined which established the strength of the correlation. The results were presented in Table 4.1.7

Table 4.16: Regression coefficient model summary of the influence of the principals' communication strategies on students' academic performance

Independent variable(Constant predictor)	Dependent variable	(r)	Sig. (b)
Principals' communication strategies	Students' Academic performance	0.711	
Pearson Chi Test			0.05

Significant at the 0.05 level (2-tailed) df= 1

(a) Constant predictor: Principals' communication strategies

(b) Dependent Variable: Students' academic performance

Table 4.1.8 reveals that the coefficient of correlation (r) for principals' communication strategies was 0.711 indicating a very strong positive relationship between the predictor variable (principals' communication strategies) and Students academic performance (outcome).

The information presented in Table 4.1.8 indicated that the significant level of principals' communication strategies and students' academic performance was highly significant at *p* level 0.05 a value equal to alpha 0.05 showing that there was a high significant influence of on students' academic performance. The relationship indicated that principals' communication strategies resulted to high levels of students' academic performance.

4.6 Principals' involvement in provision of learning and teaching resources and academic performance

The third objective of the study sought to determine the influence of Principals' involvement in provision of learning and teaching resources on academic performance in secondary schools of Mbooni West Sub County, Makueni County. Learning and teaching

materials are an important component of the education system which the researcher believed could influence students' academic performance hence the need to analyse the role of teaching and learning resources in determining students' academic performance. In order to establish this, the principals and teachers were asked to indicate the teaching and learning materials in their schools and their opinion on their influence on students' academic performance. They were requested to indicate the extent to which they agreed or disagreed with a number of statements about the teaching and learning materials provided on the likert scale of ; SA- Strongly Agree ; A- Agree D-Disagree; SD-Strongly Disagree. The results are presented in Tables 4.17, 4.1.8, 4.1.9 and 4.2.

Table 4.17: The school has sufficient text books which enable learning

Statements	Respondents	SA		A		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%
The school has adequate text books which enable learning	Principals	37	92.5	3	7.5	0	0	0	0	40	100
	Teachers	81	90	9	10	0	0	0	0	90	100

The results presented in Table 4.1.8 shows that majority of principals forming 92.5% and 90% of the teachers respectively attested by strongly agreeing that the schools have adequate text books which enable learning a position which was confirmed by 7.5% and 10% of teachers and principals' who also agreed that schools have adequate text books which enable learning of students in public secondary schools of Mbooni West Sub County, Makueni County. No respondent neither disagreed nor strongly disagreed to the assertion that schools have adequate text books which enable learning of students in public secondary schools of Mbooni West Sub County, Makueni County

Table 4.18: The school has enough reference books and revision materials for students

Statements	Respondents	SA		A		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%
The school has enough reference books and revision materials for students	Principals	34	85	4	10	2	5	0	0	40	100
	Teachers	74	82.2	9	10	7	7.8	0	0	90	100

The information presented in Table 4.1.9 reveals that larger proportion of both teachers 74 (82.2%) and principals (85) forming 92.5% strongly agreed that the school have enough reference books and revision materials for students while equal ratio of the respondents representing 10% of both teachers and principals agreed that the school have enough reference books and revision materials for students. Only a small number of both teachers and principals forming 7.8% and 5% respectively disagreed that school have enough reference books and revision materials for students in public secondary schools of Mbooni West Sub County, Makueni County. No respondent contradicted this statement by strongly disagreeing.

Table 4.19: The school has adequate models, charts and regalia for learning in all subjects.

Statements	Respondents	SA		A		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%
The school has adequate models, charts and regalia for learning in all subjects.	Principals	0	0	34	85	6	15	2	5	40	100
	Teachers	0	0	70	77.8	11	12.2	10	9	90	100

The illustrated data in Table 4.2.1 indicates that 85% of principals and 77.8% of teachers in public secondary schools of Mbooni West Sub County, Makueni County, agreed that the schools have adequate models, charts and regalia for learning in all subjects. Likewise 15% and 5% of principals and 12.2% and 9% of teachers respectively both disagreed and strongly disagreed that the schools have adequate models, charts and realia for learning in all subjects while none of the respondent attested to the statement by strongly agreeing.

Table 4.20: The schools have adequate science equipment and chemicals for practical subjects

Statements	Respondents	SA		A		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%
The school has adequate science equipment and chemical for practical subjects	Principals	20	50	20	50	0	0	0	0	40	100
	Teachers	36	40	54	60	0	0	0	0	90	100

The presented data in Table 4.2.2 illustrates that half of the principals in public secondary schools of Mbooni West Sub County; Makueni County both strongly agreed and agreed that the schools have adequate science equipment and chemical for practical subjects. Similarly 40% and 60 % of the teachers strongly agreed and agreed respectively that the schools have adequate science equipment and chemical for practical subjects. All the respondents negated the statement that the schools have adequate science equipment and chemical for practical subjects by strongly disagreeing and disagreeing respectively.

4.6.1 Influence of Principals’ involvement in provision of learning and teaching resources on students’ academic performance in secondary schools of Mbooni West Sub County, Makueni County.

The teachers and the principals were requested to indicate the influence of Principals’ involvement in provision of learning and teaching resources on students’ academic performance in secondary schools of Mbooni West Sub County, Makueni County. Teaching and learning resources were of interest to the researchers because they are the core resources necessary for students’ academic performance. The teachers and principals were requested to indicate how influential they felt Principals’ involvement in provision of learning and teaching resources on students’ academic performance in secondary schools of Mbooni West Sub County, Makueni County.

The findings were as contained in Table 4.6

Table 4.21 Influence of Principals’ involvement in provision of learning and teaching resources on students’ academic performance in secondary schools of Mbooni West Sub County, Makueni County.

Responses	Principals		Teachers	
	Frequency	%	Frequency	%
Very influential	30	75	80	88.8
Influential	10	25	20	11.2
Less influential	0	0	0	0
Not influential	0	0	0	0
Total	40	100	90	100

The information contained in Table 4.2.4 indicates that 75% of teachers and 88.2 % of teachers confirmed that principals’ involvement in provision of learning and teaching resources was very influential in determining students’ academic performance. Similarly 25% of principals and 11.2% of the teachers respectively attested that Principals’ involvement in provision of learning and teaching resources was influential in determining students’ academic performance in public secondary schools of Mbooni West Sub County, Makueni County. No respondent contradicted this statement.

The study's third hypothesis stated:

Ho3 There is no statistically significant relationship between principal's involvement in provision of teaching and learning resources influence academic performance of students in public secondary schools in Mbooni West Sub County, Makueni County.

The study also sought to establish whether there was a statistically significant relationship between principals involvement in provision of teaching and learning resources and students 'academic performance in public secondary schools in Mbooni West Sub County, Makueni County. A regression test was carried out between the responses on principals 'and teachers' responses on how influential principal's involvement in provision of teaching and learning resources influence was on students' academic performance in public secondary schools of Mbooni West Sub County, Makueni County. These responses were correlated with the mean scores of student's performance for the period under study. A coefficient of correlation (r) was determined which established the strength of the correlation. The results were presented in Table 4.3.3

Table 4.22 Regression coefficient model summary of the influence of the principal's involvement in provision of teaching and learning resources influence on students' academic performance

Independent variable(Constant predictor	Dependent variable	(r)	Sig. (b)
Principals involvement in provision of teaching and learning resources	Students' Academic performance	0.834	
		Pearson Chi Test	0.002

Significant at the 0.05 level (2-tailed) df= 1

(a) Constant predictor: Principals involvement in provision of teaching and learning resources

(b) Dependent Variable: Students' academic performance

Table 4.3.3 reveals that the coefficient of correlation (r) for Principals involvement in provision of teaching and learning resources was 0.834 indicating a very strong positive relationship between the predictor variable (Principals involvement in provision of teaching and learning resources) and Students academic performance (outcome).

The information presented in Table 4.3.3 indicated that the significant level of Principals involvement in provision of teaching and learning resources and students' academic performance was highly significant at p level 0.002 a value lower than alpha 0.002 showing that there was high significant influence of Principals involvement in provision of teaching and learning resources on students' academic performance. The relationship indicated that Principals involvement in provision of teaching and learning resources resulted to high levels of students' academic performance

4.7 Principals' involvement in support of Teacher Capacity Development Programmes and academic performance

The fourth objective of the study aimed to establish the influence of Principals' involvement in support of Teacher Capacity Development Programmes on students' academic performance in secondary schools of Mbooni West Sub County, Makueni County. Teacher development programmes aim to refresh and induct teachers on emerging trends in syllabus content and new styles of subject approach all which are necessary for students 'academic performance. This study desired to establish the influence to student's performance brought about by these TCDP. To achieve this principals and teachers were requested to respond to some statements on the types TCDP and their influence to students 'academic performance. They were requested to indicate the extent to which they agreed or disagreed with a number of statements about teacher development programmes provided on the like scale of ; SA- Strongly Agree ; A- Agree D-Disagree; SD-Strongly Disagree. The results are presented in Tables 4.2.3, 4.2.4 ,4.2.5 and 4.2.6

Table 4.23 Short courses train teachers on important trends important for student's performance.

Statements	Respondents	SA		A		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%
Short courses train teachers on important trends important for student's performance.	Principals	20	50	19	47.5	1	2.5	0	0	40	100
	Teachers	54	60	32	35.6	4	4.4	0	0	90	100

The results presented in Table 4.2.3 shows that at least all the teachers in Mbooni Sub County had at least attended some teacher capacity development programmer. The illustration has established that 54 (60%) and half (50%) of the principals have attended short course TCDP and that they strongly agreed that the short courses train teachers on important trends important for students performance. Similarly 19 (47.5%) of the principals and 32 (35.6%) of the teachers likewise agreed that short courses TCDP train teachers on important trends important for students performance. A legible portion of both teachers and principals represented by 4.4% and 2.5% respectively disagreed that short courses train teachers on important trends important for student's performance. No respondent strongly disagreed to this statement.

Table 4.24 Seminars expose teachers to new and relevant skills in teaching

Statements	Respondents	SA		A		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%
Seminars and workshops expose teachers to new and relevant skills in teaching	Principals	28	70	12	30	0	0	0	0	40	100
	Teachers	54	60	36	40	0	0	0	0	90	100

The data presented in Table 4.2.4 shows that all the teachers in Mbooni Sub County had atleast attended seminars and workshops capacity development programme. The results reveal that 28 (70%) and 54 (60%) of the principals and teachers had attended seminars as TCDP and that they strongly agreed that the seminars expose teachers to new and relevant skills in teaching . A considerable number of both teachers and principals represented by 12 (30%) of the principals and 36 (40%) of the teachers agreed that Seminars and workshops expose teachers to new and relevant skills in teaching. None of the respondents strongly disagreed and disagreed that Seminars expose teachers to new and relevant skills in teaching.

Table 4.25 Collaborative symposiums provide forums where teachers share academic experiences.

Statements	Respondents	SA		A		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%
Collaborative symposiums provide forums where teachers share academic experiences.	Principals	25	62.5	15	37.5	0	0	0	0	40	100
	Teachers	50	55.7	40	44.3	0	0	0	0	90	100

The results presented in Table 4.2.5 reveals that teachers in public secondary schools in Mbooni Subcounty had attended collaborative symposiums teacher capacity development programme. The analysis established that 25 (62.5%) and 15 (37.5%) of the principals and 50 (55.7% and 40 (44.3%) of teachers strongly agreed and also agreed respectively that collaborative symposiums provide forums where teachers share academic experiences. None of the teachers or principal either strongly agreed or disagreed that collaborative symposiums provide forums where teachers share academic experiences.

4.7.1 Influence of Principals’ support of teacher development programmes on students’ academic performance in secondary schools of Mbooni West Sub County, Makueni County.

The teachers and the principals were requested to indicate the influence of Principals’ support of teacher development programmes on students’ academic performance in secondary schools of Mbooni West Sub County, Makueni County. The study was interested on Teacher capacity development programmes because they induct teachers on current trends in their subject areas. The teachers and principals were requested to indicate how influential they felt Principals’ support of teacher development programmes on students’ academic performance in secondary schools of Mbooni West Sub County, Makueni County was. The findings were as contained in Table 4.28.

Table 4.26 Influence of Principals’ support of teacher development programmes on students’ academic performance in secondary schools of Mbooni West Sub County, Makueni County.

Responses	Principals		Teachers	
	Frequency	%	Frequency	%
Very influential	25	62.5	77	85.6
Influential	15	37.5	13	14.4
Less influential	0	0	0	0
Not influential	0	0	0	0
Total	40	100	90	100

The information contained in Table 4.2.6 indicates that a considerable majority of both teachers and principals represented by 85.5% and 62.5 % respectively attested that principals' support of teacher capacity development programmes were very influential to students' academic performance in secondary schools of Mbooni West Sub County, Makueni County while 37.5% of principals and 14.4% of teachers confirmed that principals' support of teacher capacity development programmes was influential on students' academic performance in secondary schools of Mbooni West Sub County, Makueni County. Neither the principals nor the teachers contradicted this statement by either strongly agreeing or disagreeing.

The fourth hypothesis stated:

Ho4 There is no statistically significant relationship between principals' support for teacher development programmes influence and students' academic performance public secondary schools in Mbooni West Sub County, Makueni County.

The study finally sought to establish whether there was a statistically significant relationship between principals support for teacher capacity development programmes and students' academic performance in public secondary schools in Mbooni West Sub County, Makueni County. A regression test was carried out between principals' and teachers' responses on how influential principals support for teacher capacity development programmes was on students academic performance in public secondary schools of Mbooni West Sub County, Makueni County. The responses were corrected with the mean scores of students performance for the period under study. A coefficient of correlation (r) was determined which established the strength of the correlation. The results were presented in Table 4.2.7

Table 4.27 Regression coefficient model summary of the influence of principals support for teacher capacity development programmes on students' academic performance

Independent variable(Constant predictor)	Dependent variable	(r)	Sig. (b)
Principals support for teacher capacity development programmes	Students' Academic performance	0.699	
		Pearson Chi Test	0.05

Significant at the 0.05 level (2-tailed) df= 1

(a) Constant predictor: principals support for teacher capacity development programmes

(b) Dependent Variable: Students' academic performance

Table 4.2.7 reveals that the coefficient of correlation (r) for principals support for teacher capacity development programmes was 0.699 indicating a strong positive relationship between the predictor variable (principals support for teacher capacity development programmes) and Students academic performance (outcome).

The information presented in Table 4.2.7 indicated that the significant level of Principals involvement in provsion of teaching and learning resources and students' academic performance was highly significant at *p* level 0.05 a value equal to alpha 0.05 showing that there was a high significant influence of principals support for teacher capacity development programmes on students' academic performance. The relationship indicated that principals support for teacher capacity development programmes led to high levels of students' academic performance

4.8 KCSE results for Public secondary schools in Mbooni West Subcounty.

The study further sought to analyse the results of the subcounty during the years under review. The KCSE results were the key outcome of the study and therefore important to the study. The study was interested to compare and correlate the principals management practices and the KCSE results and evaluate the extent and degree to which Principals' management practices influenced students academic performance in public secondary schools in Mbooni West Sub County, Makueni County. The principals were requested to provide KCSE results for their schools for the period under study. The analysis of the results are presented in Table 4.2.9

Table 4.28 Mbooni West Sub County KCSE Performance (2015-2019)

Year	2015	2016	2017	2018	2019
KCSE mean	4.234	4.059	3.539	3.0114	3.00

The data presented in Table 4.2.9 indicates that the mean score of the subcounty declined from 4.059 to 3.000 indicating a decline of 1.0459 for the time under study. The average Mean score of the Subcounty for time under review was 3.568 (D+) and has shown progressive decline for the period under investigation. This information established that the Subcounty has continued to perform poorly in KCSE examination as shown by the low meanscore. This results calls for intervention measures hence the need for the study.

CHAPTER FIVE

5.0 DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

5.1 Introduction

This chapter presents discussion and interpretation of research findings. The study investigated the influence of Principals' management practices on students' KCSE performance in public secondary schools in Mbooni West Sub County, Makueni County. Data was collected from principals and teachers. The specific objectives of the study were to; determine the influence of principals' involvement in curriculum supervision, principals' communication strategies, principals' involvement in provision of learning and teaching resources and principals' support of teacher development programmes on students' academic performance in secondary schools of Mbooni West Sub County, Makueni County. This section provides interpretation of the major research findings as per research objectives and also hypothesis of the study.

5.2 Influence of principals' involvement in curriculum supervision on students' performance

The first objective of the study sought to determine the influence of principals' involvement in curriculum supervision on students KCSE performance in public secondary schools in Mbooni West Sub County, Makueni County. The research findings of the first objective in Table 4.6 were that majority of principals 37(92%) and 81(90%) of teachers strongly agreed that Principals ensure that lesson observation is carried for each teacher their schools. The results also confirmed that 3 principals and 9 teachers representing 8% and 9% respectively agreed that Principals ensure that lesson observation is carried for each teacher in public secondary schools in Mbooni subcounty. The findings show that lesson observation by the principals as a key tool of management make teachers prepare adequately, deliver the lesson well which ensures quality instruction and hence good performance in examinations. When teachers are committed in their teaching responsibility and principals supervise the instruction students will receive the best from their teachers hence improve in their academic performance.

The study further revealed that all the principals and teachers strongly agreed that principals supervise the teachers in their teaching activities as attested by 100% response rate. The findings show that principals perform their curriculum supervisory duties as outlined in their Performance contract (PC) with TSC. This attests that teachers and principals are delivering on the core mandate of academics in public secondary schools in Mbooni Sub County which ultimately will translate to good performance in KCSE.

The research results further established that Principals discuss class observations with their teachers as shown in Table 4.9 where 32 (35.6%) of teachers and 16 (40%) of the principals strongly agreeing to the statement, while 14 (35%) of principals and 41(45.6%) of teachers agreed that principals discuss class observations with the teachers. The illustrated analysis shows that teachers and principals are performing their mandate as per teacher performance appraisal as required by TSC policy on teacher appraisal which requires the appraiser and appraisee to discuss class observation. However the practice is not thoroughly grounded given a few of the respondents disagreed with the position that Principals discuss class observations with the teachers.

The study also found out that Principals ensure that lessons missed are recovered by the teachers with majority of the teachers and principals who took part in the study represented by 60% and 50% respectively strongly agreed that Principals ensure that lessons missed are recovered by the teachers as shown in Table 4.1.0 . Similarly 40% and 30% of principals and teachers respectively also agreed to the statement that Principals ensure that lessons missed are recovered . The results reveal that principals and teachers are very proactive on matters of lesson attendance and coverage of subject content which is an important prerequisite for good academic performance.

The study also established in Table 4.1.1 that half of the teachers and 20% of the principals strongly agreed that Principals ensure class attendance register for teachers are always up to date, a position confirmed by 60% principals and 30% of teachers respectively who agreed to the assertion. Class registers are curriculum administrative tools for the

principals that ensure teacher punctuality and attendance to all their lessons are monitored and that the beneficiaries who are students acknowledge that the classes are well attended. This faithful class attendance minimizes teacher absenteeism from their lessons and hastens syllabus coverage and content coverage that gives the learners the content to revise for their examinations.

These revelations agree with an empirical research done by Dangara (2015) on the Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State, Nigeria which showed that regular instructional supervision using robust supervision strategies like checking of students' notebooks, classroom visitation for lesson observation, supervision of teachers in their teaching and inspection by school administrators, checking teachers' lesson plan/notes and inspection of teachers record keeping, ensuring class attendance register for the teachers are marked promptly have significant correlation with teachers' performance and academic achievement of students in Secondary Schools.

Both the teachers and the principals attested that Principals' involvement in curriculum supervision influences students' academic performance in secondary schools was very influential in determining students' academic performance in secondary schools a position confirmed by 30 (75%) and 63 (70%) of both the teachers and principals respectively as shown in Table 4.1.2 . Likewise 10 (25%) of teachers and 27 (30%) of the principals respectively affirmed that Principals' involvement in curriculum supervision was influential in determining students' academic performance in secondary schools in Mbooni subcounty. This position implies that principal management practice of supervising curriculum implementation was a key indicator to students performance in examinations. Curriculum being a key mandate of any school occupies a central role in propagating academic excellence of the students. These findings concur with revelations of Wakoli (2014) that states that supervision has the purpose of influencing the process and promoting student learning and academic performance.

The hypothesis for the first objective stated that there is no statistically significant relationship between principals' involvement in supervision of the curriculum and students' academic performance in secondary schools of Mbooni West Sub County. On testing the hypothesis, the study established that the coefficient of correlation (r) for Principals' involvement in supervision of the curriculum was 0.721, implying a very strong positive relationship between the predictor variable (Principals' involvement in supervision of the curriculum) and Students' academic performance (outcome) as shown in Table 4.1.3. The significant level of Principals' involvement in supervision of the curriculum and students' academic performance was highly significant at p level 0.003, a value lower than alpha 0.05, implying that there was a high significant influence of Principals' involvement in supervision of the curriculum on students' academic performance. The relationship indicated that Principals' involvement in supervision of the curriculum resulted to high levels of students' academic performance. This led to rejection of the study's Null hypothesis that there is no statistically significant relationship between principals' involvement in supervision of the curriculum and students' academic performance in secondary schools of Mbooni West Sub County.

The study therefore established that there is a statistically significant relationship between principals' involvement in supervision of the curriculum and students' academic performance in secondary schools of Mbooni West Sub County, Makueni County, Kenya. The findings from this hypothesis mirror the position posted by a study by the National Open University of Nigeria (NOUN, 2006) which observed that Supervision provides opportunities for teachers to be groomed through critical study of instructional processes and classroom interactions to carry out their teaching tasks and that schools that are supervised adequately normally have profound influence on students' academic performance.

5.3 Influence of Principals' communication strategies on academic performance

The second objective of the study sought to establish the influence of Principals' communication strategies on KCSE performance of students in secondary schools of Mbooni West Sub County, Makueni County. The study findings in Table 4.1.4 indicated

that half of the teachers and principals agreed that Principal communicate academic issues to teachers through departmental hierarchy while 25% of the principals and 30% of the teachers strongly agreed that Principals communicate academic issues to teachers through departmental hierarchy. The output shown indicates that official communication about academic issues is done through departmental hierarchy which are administrative offices in the schools. At departmental level the issues discussed and communicated about academic issues include syllabus coverage, class attendance, examinations and general issues of improvement of academic performance of the students. This tool is powerful in promoting students performance.

The study further revealed that a considerable majority of the teachers 90% and Principals 92.5% confirmed by strongly agreeing that Principal communicate academic issues to teachers through staff meetings while minority of the principals and teachers representing 7.5% and 10% of teachers agreed that Principal communicate academic issues to teachers through staff meetings as shown in Table 4.1.5 . The data analysed shows that principals utilize the official forum of staff meeting to lay down academic programmes and activities in the school. The staff meetings are also used as strategic forums of planning, executing and evaluating academic strategies in the school. Principals in the Subcounty have seized this forums to promote academic issues in their schools.

On whether principals communicate academic issues to teachers and students through assemblies the study established that the same number of both teachers and principals representing 40% agreed that Principals communicate academic issues to teachers and students through assemblies as indicated in Table 4.1.6 . The analysis also indicate that 27.5% and 24.4% of the principals and teachers respectively strongly agreed that Principals communicate academic issues to teachers and students through assemblies. Finally 12.5% of principals and 15.6% of the teachers respectively disaffirmed that Principals communicate academic issues to teachers and students through assemblies by strongly disagreeing. The information illustrated that assemblies are not the sole forums for addressing academic issues in the school for the forums address diverse issues some which are not academic. Occasionally the principals may use the forums to address academic

matters especially to the students. Such assemblies include closing assemblies, when announcing termly results or during academic days in the school. In such cases the forums counsel and motivate both teachers and students on the importance of working hard and posting good academic results.

These communication strategies established in this study which are key in improving students academic performance concur with the findings by a study done by Odhiambo (2005) on Head teachers' communication strategies and their effects on academic performance in public secondary schools in Nyando District, Kenya that found out that, effective communication leads to good performance and vice versa and that headteachers use staff meeting forums, assemblies and departmental hierarchies to communicate academic issues. Odhiambo's study further avers that where Principals communicated directly with teachers and students on academic matters, the teachers and students tended to improve their academic performance

The research results further revealed in Table 4.1.7 that a considerable majority of principals 32 (80%) and 65 (72.2%) of the teachers respectively affirmed that Principals' communication strategies was very influential on the academic performance of students in public secondary schools of Mbooni West Sub County, Makueni County. Similarly 25 (27.8%) of teachers and 8 (20%) of the principals respectively attested to the statement that Principals' communication strategies was influential to the academic performance of students in public secondary schools of Mbooni West Sub County, Makueni County. This position confirms that communication is a vital management practice and a tool used to pass policies and strategies of improving academic performance to the members of the school. It is through communication that the academic vision and mission are communicated to the stakeholders thus its influence on students academic performance cannot be underscored. These findings on principals communication strategies improving students performance echoes a researched done by Kamal (2016) on impact of communication on organizational performance which indicated that the methods used by heads of institutions to communicate to teachers influenced the academic achievement of students.

The study's second hypothesis stated that there is no statistically significant relationship between principals' communication strategy and students KCSE performance in public secondary schools of Mbooni West Sub County, Makueni County. On testing the hypothesis the study found out that the coefficient of correlation (r) for principals' communication strategies was 0.711 indicating a very strong positive relationship between the predictor variable (principals' communication strategies) and Students academic performance (outcome) as presented in Table 4.1.8 . The result also indicated that the significant level of principals' communication strategies and students' academic performance was highly significant at p level 0.05 a value equal to alpha 0.05 showing that there was a high significant influence of on students' academic performance. The relationship indicated that principals' communication strategies resulted to high levels of students' academic performance .

These findings led to rejection of the study's Null hypothesis that there is no statistically significant relationship between principals' communication strategies and students academic performance in secondary schools of Mbooni West Sub County. The study therefore revealed that there is statistically significant relationship between principals' communication strategies and students academic performance in secondary schools of Mbooni West Sub County, Makueni County, Kenya. This study's findings that Principals' communication strategies influence students academic performance supports a study done by Villegas-Reimers (2003) in California on teachers' professional development that revealed that effective communication strategies by the Principal lead to enhanced students' academic performance.

5.4 Influence of Principals' involvement in provision of learning and teaching resources on students academic performance

The third objective of the study sought to determine the influence of Principals' involvement in provision of learning and teaching resources on academic performance in secondary schools of Mbooni West Sub County, Makueni County. The research results in Table 4.1.8 on this objective showed that majority of principals forming 92.5% and 90% of the teachers respectively attested by strongly agreeing that the schools have

adequate text books which enable learning a position which was confirmed by 7.5% and 10% of teachers and principals' who also agreed that schools have adequate text books which enable learning of students in public secondary schools of Mbooni West Sub County, Makueni County. The study findings established that adequate text books were available in all public secondary schools in public secondary schools of Mbooni West Sub County, Makueni County. The availability of the teaching and learning could be because the Ministry of Education supplies text books to schools through Tuition fund of the FSDE. This information indicated that students were well supplied with books to study and perform well in their examinations. The information on availability confirms the Ministry of Education resolve to meet 1:1 ratio of text books as per FSDE policy.

On whether the schools have enough reference books and revision materials for students, a larger proportion of both teachers 74 (82.2%) and principals (85) forming 92.5% strongly agreed that the school have enough reference books and revision materials for students as indicated in Table 4.1.9 while equal portion of the respondents representing 10% of both teachers and principals agreed that the school have enough reference books and revision materials for students. Revision and reference materials are part of tuition materials funded by FSDE. The study revealed that schools have sufficient revision materials and reference materials which students can utilize to do additional studies and prepare for their examinations.

The study further established that 85% of principals and 77.8% of teachers in public secondary schools of Mbooni West Sub County, Makueni County agreed that the schools have adequate models, charts and realia for learning in all subjects. Models, charts and other realia for learning are part of tuition materials supplied by the MOE under FSDE hence their availability and adequacy as presented in Table 4.2.1. These aid in instructional methodologies and make learning motivating clear and makes learners conceptualize abstract ideas. This assists learners in their academic goals of doing well in their examinations.

The results of the study presented in Table 4.2.2 further found out that half of the principals in public secondary schools of Mbooni West Sub County, Makueni County both strongly agreed and agreed that the schools have adequate science equipment and chemical for practical subjects. Similarly 40% and 60 % of the teachers strongly agreed and agreed respectively that the schools have adequate science equipment and chemical for practical subjects. This analysis established that public secondary schools of Mbooni West Sub County, Makueni County had adequate equipments and chemicals for learning in practical subjects. Practicals are compulsory examinations in school curriculum therefore the equipments and chemicals provide enough practice for students in their studies. The MOE policy of providing teaching and learning materials through Tuition funds through FSDE equips laboratories in public secondary schools.

Provision of adequate teaching and learning resources have been established by this study to influence students academic a similar view posited by Orodho (2014) and Oluchemi (2012) who enumerated the teaching and learning resources as charts, models, textbooks, reference books and revision materials and are considered as being at the heart of planning effective teaching and learning that result into enhanced students' academic performance. The teachers and principals confirmed by 75% and 88.2 % respectively that principals' involvement in provision of learning and teaching resources was very influential in determining students' academic performance as shown in Table 4.2.3 . Similarly 25% of principals and 11.2% of the teachers respectively attested that Principals' involvement in provision of learning and teaching resources was influential in determining students' academic performance in public secondary schools of Mbooni West Sub County, Makueni County. The availability and adequacy of teaching and learning resources is an important component of learning whose presence and sufficiency influences students academic performance as supported by Orodho & Waweru (2014) in their study on the extent to which management practices used by school principals influence students' academic performance in national examinations in public secondary schools in Kiambu County. Orodho's and Waweru's studies (2014) revealed that availability of teaching and learning resources have a profound influence on students academic performance.

The hypothesis for this objective stated that there is no statistically significant relationship between principals involvement in provision of teaching and learning resources influence academic performance of students in public secondary schools in Mbooni West Sub County, Makueni County. Upon testing the hypothesis as shown in Table 4.2.4 , the output revealed that the coefficient of correlation (r) for Principals involvement in provision of teaching and learning resources was 0.834 indicating a very strong positive relationship between the predictor variable (Principals involvement in provision of teaching and learning resources) and Students academic performance (outcome). The significant level of Principals involvement in provision of teaching and learning resources and students' academic performance was found to be highly significant at p level 0.002 a value lower than alpha 0.002 showing that there was high significant influence of Principals involvement in provision of teaching and learning resources on students' academic performance. The relationship indicated that Principals involvement in provision of teaching and learning resources resulted to high levels of students' academic performance. This finding led to rejection of the study's Null hypothesis that there is no statistically significant relationship between Principals involvement in provision of teaching and learning resources and students academic performance in secondary schools of Mbooni West Sub County. From the analysis it can therefore be inferred that there is statistically significant relationship between Principals involvement in provision of teaching and learning resources and students academic performance in secondary schools of Mbooni West Sub County, Makueni County, Kenya. This position is supported by the assertion by Oluchemi (2012) that the Principal being the academic manager of the school, plays a central role in the provision of the teaching and learning resources which go along way in improving students academic performance.

5.5 Influence of Principals' involvement in support of Teacher Capacity Development Programmes on students academic performance

The fourth objective of the study aimed to establish the influence of Principals' involvement in support of Teacher Capacity Development Programmes on students academic performance in secondary schools of Mbooni West Sub County, Makueni County. In Table 4.2.3 the study established that all the teachers in Mbooni Sub County

had at least attended some teacher capacity development programme (TCDP). The findings were that 54 (60%) and half (50%) of the principals had attended shortcourse TCDP and that they strongly agreed that the shortcourses train teachers on important trends important for students performance. Similarly 19 (47.5%) of the principals and 32 (35.6%) of the teachers likewise agreed that shortcourses TCDP train teachers on important trends important for students performance. The study findings established that shortcourses are an important ingredient which prepares the teachers on new trends in teaching which equips the teacher with new skills and trends which help the students in their academic performance.

The study further revealed that all the teachers in Mbooni Sub County had least attended seminars and workshops capacity development programme. The results indicated in Table 4.2.4 that 28 (70%) and 54 (60%) of the principals and teachers had attended seminars TCDP and that they strongly agreed that the seminars expose teachers to new and relevant skills in teaching . A considerable number of both teachers and principals represented by 12 (30%) of the principals and 36 (40%) of the teachers agreed that Seminars and workshops expose teachers to new and relevant skills in teaching. The output in Table 4.2.5 illustrated that seminars and workshops equip teachers with current skills in teaching ,examination trends all which are important in academic performance of students.

Collaborative symposiums which provide forums where teachers share their academic experiences were attended by all teachers in varying numbers. The findings were that 25 (62.5%) and 15 (37.5%) of the principals and 50 (55.7% and 40 (44.3%) of teachers strongly agreed and also agreed respectively that collaborative symposiums provide forums where teachers share academic experiences. Symposiums provide avenues where teachers discuss topical issues in their teaching. They provide forums where teachers present their knowledge discourses on various subject matter in their teaching subjects. Teachers can share notes and examination past papers all which are of help to students in their examinations. These findings reflect findings by Neches (2012), in a study conducted in Mumias Sub County in Kenya on the Influence of Teachers on Performance

of Students in English language in Public secondary schools that established that, teachers' professional advancement played an important part in determining students' academic performance. Neches (2012) identified the teacher development courses as shortcourses, external workshops and seminars and symposiums and other courses for professional advancement that equipped the teacher with necessary current knowledge and skills necessary for effective content delivery.

The study further revealed that a considerable majority of both teachers and principals represented by 85.5% and 62.5 % respectively attested that principals' support of teacher capacity development programmes were very influential to students' academic performance in secondary schools of Mbooni West Sub County, Makueni County as shown in Table 4.2.6 while 37.5% of principals and 14.4% of teachers confirmed that principals' support of teacher capacity development programmes was influential on students' academic performance in secondary schools of Mbooni West Sub County, Makueni County. Capacity development programmes are important aspect of principals management for they induct teacher on new trends in teaching, examinations, testing and learner management which all end up improving students academic performance a position that concurs with the assertion by Borko (2014) who avers that the key purposes of teacher professional development (TPD) is to empower the teachers to enhance their efficiency in their teaching while at the same time developing them in their professional career and improve students academic performance.

The fourth hypothesis of the study stated that there is no statistically significant relationship between principals' support for teacher development programmes influence and students' academic performance public secondary schools in Mbooni West Sub County, Makueni County. A regression test revealed that the coefficient of correlation (r) for principals support for teacher capacity development programmes was 0.699 indicating a strong positive relationship between the predictor variable (principals support for teacher capacity development programmes) and Students academic performance (outcome) as indicated in Table 4.2.7

The significant level of Principals involvement in provision of teaching and learning resources and students' academic performance was highly significant at p level 0.05 a value equal to alpha 0.05 showing that there was a high significant influence of principals support for teacher capacity development programmes on students' academic performance. The relationship indicated that principals support for teacher capacity development programmes led to high levels of students' academic performance. The information presented led to rejection of the study's Null hypothesis that there is no statistically significant relationship between principals support for teacher capacity development programmes and students' academic performance in secondary schools of Mbooni West Sub County. From the information it was established that principals' support for teacher capacity development programmes influenced students' academic performance in public secondary schools in Mbooni West Sub County, Makueni County, Kenya as supported by the view of Loyalka (2016) and Muralidharan & Sundararaman (2011) who argues that teacher capacity building programmes plays a crucial role in improving students' academic performance. Loyalka (2016) and Muralidharan & Sundararaman, (2011).

5.6 KCSE results for Public secondary schools in Mbooni West Subcounty.

The study also analysed the results of the subcounty during the period under study and found out that there was a decline of Subcounty KCSE meanscore from 4.059 to 3.0114 indicating a decline of 1.0479 for the time under study as indicated in Table 4.2.7. The average Mean score of the Subcounty for time under review was 3.541 (D+). The study further established that the Subcounty has continued to perform poorly in KCSE examination. This results led to the need for the study.

CHAPTER SIX

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents conclusions and recommendations of the study based on the research findings. The study conclusions are presented as per the objectives of the study.

6.2 Influence of principals' involvement in curriculum supervision on students' performance

The first objective of the study sought to determine the influence of principals' involvement in curriculum supervision on students' academic performance in public secondary schools in Mbooni West Sub County, Makueni County. The research concluded that the aspects that forms principals' involvement in curriculum supervision were lesson observation, supervision of teachers in their teaching activities, discussion of class observations after teaching, recovering missed lessons and ensuring that class attendance register for teachers are always up to date.

The hypothesis for the objective established that there is statistically significant relationship between principals' involvement in supervision of the curriculum and students' academic performance in secondary schools of Mbooni West Sub County, Makueni County, Kenya. The study concluded that principals' involvement in supervision of the curriculum influenced students' academic performance in secondary schools of Mbooni West Sub County, Makueni County, Kenya.

6.3 Influence of Principals' communication strategies on academic performance

The second objective of the study sought to establish the influence of Principals' communication strategies on the academic performance of students in secondary schools of Mbooni West Sub County, Makueni County. The study findings indicated that principals communicate to teachers through departmental hierarchy, staffmeetings and school assemblies.

The hypothesis for the objective revealed that there is statistically significant relationship between principals' communication strategies and students' academic performance in secondary schools of Mbooni West Sub County, Makueni County, Kenya. The study thus concluded that principals' communication strategies influenced students' academic performance in secondary schools of Mbooni West Sub County, Makueni County, Kenya.

6.4 Influence of Principals' involvement in provision of learning and teaching resources on students' academic performance

The third objective of the study sought to determine the influence of Principals' involvement in provision of learning and teaching resources on academic performance in secondary schools of Mbooni West Sub County, Makueni County. The study findings established that text, reference books and revision materials, models, charts and regalia and science equipment and chemical for practical subjects are some of the learning and teaching resources used in public secondary schools of Mbooni West Sub County, Makueni County. The hypothesis for this objective established that there is statistically significant relationship between principal's involvement in provision of teaching and learning resources influence academic performance of students in public secondary schools in Mbooni West Sub County, Makueni County. The study concluded that Principals involvement in provision of teaching and learning resources influenced students' academic performance in secondary schools of Mbooni West Sub County, Makueni County, Kenya.

6.5 Influence of Principals' involvement in support of Teacher Capacity Development Programmed on students' academic performance

The fourth objective of the study aimed to establish the influence of Principals' involvement in support of Teacher Capacity Development Programmes on students' academic performance in secondary schools of Mbooni West Sub County, Makueni County. The study established that teachers in Mbooni Sub County had attended short courses, seminars and workshops and collaborative symposiums as forms of teacher capacity development programmes. The hypothesis for the objective established that there is statistically significant relationship between principals' support for teacher development programmer's influence and students' academic performance in public secondary schools

in Mbooni West Sub County, Makueni County. From the findings it was concluded that principals' support for teacher capacity development programmes influenced students' academic performance in public secondary schools in Mbooni West Sub County, Makueni County, Kenya.

6.6 Recommendations of the study

Based on the findings the researcher made the following recommendations:

1. The Teachers Service Commission and Ministry of Education should carry out continuous training programmes in order to improve management skills, interpersonal skills and competence to both teachers and principals.
2. Principals and Ministry of Education should develop ways of building teachers' effectiveness, such as establishing short term training programs, use of peer models or organizing learning opportunities that can raise teachers' competence in their pedagogical practices.
3. The ministry of Education, Boards of Management of secondary schools should facilitate equipping schools with teaching and learning materials. This would assist both the students and teachers perform well in examinations
4. Principals should supervise teachers to ensure that there is quality teaching and that they prepare professional documents for effective teaching.

6.7 Suggestion for further research.

1. This study was done on public secondary schools in Mbooni West sub county Makueni County and therefore necessary to undertake similar study in other sub county within or without the Counties of Kenya.
2. A study can also be done to investigate the influence of other characteristics of principals other than communication strategies, support of teacher capacity building and instructional supervision like leadership, conflict management styles on students' academic performance.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Peter M Mbaluka
South Eastern Kenya University
PO BOX 170-90200
Kitui-Kenya.

To
The Principal,
Dear Sir/Madam,

Re: Permission to Collect Research Data

I am a MASTER of Education Degree at the South Eastern Kenya University specializing in Educational Administration. I am carrying out research as a requirement for the award of the Degree. The research is on '**Influence of Principals' Management Practices on KCSE Performance in Public Secondary Schools in Mbooni West Sub County**'. Your school has been chosen to participate in the study. I therefore kindly request you to participate in the study together with the selected teachers. The data information gathered will be used for the current study only and will be held in confidence. Thank you for your cooperation.

Yours Faithfully,

Peter Musyoki Mbaluka
E55/WTE/5078/2014

APPENDIX II: PRINCIPALS' QUESTIONNAIRE

This questionnaire is intended to collect data on influence of principals' management practices on KCSE performance in public secondary schools in Mbooni West Sub County. Kindly read the questions below carefully and give the responses by either ticking (✓) where appropriate or by giving information in the spaces provided. This study is for academic purposes only and the information given shall be treated with confidentiality.

SECTION A: Personal Information

1. Kindly indicate your gender. Male Female
2. Kindly indicate your age. 25-30 years 31-40 years
41-50 years 50 -60 years
3. Kindly indicate your highest academic qualification.
Diploma in Education Bachelor of Education (B.ED Arts/Science)
BA/BSc (PGDE) Master's in Education PhD
4. Kindly indicate your teaching experience 0-5 years 6-10 years
11-15 years 16-20 years Over 21 years
5. How many years have you been a principal in the current School experience
0-5 years 6-10 years
11-15 years 16-20 years Over 21 years

SECTION B: Influence of Principals’ Involvement in Curriculum Supervision on students KCSE performance

6. The statements provided below indicate some curriculum supervisory practices carried by principals in schools. By use of a tick [√] kindly indicate the extent of your agreement on the outlined statements about principals’ curriculum supervisory practices Key: Strongly Agree (**SA**) Agree (**A**) Disagree (**D**) Strongly Disagree (**SD**)

Statement	Strongly Agree (SA)	Agree (A)	Strongly Disagree (SD)	Disagree (D)
Principals ensure that lesson observation is carried for each teacher				
Principals supervise the teachers in their teaching activities				
Principals discuss class observations with the teachers				
Principals ensure that lessons missed are recovered				
Principal ensure class attendance register for teachers is always up to date				

7. How influential is the Principals’ involvement in curriculum supervision on students’ KCSE performance?

Very influential (), Influential (), Less Influential (), Not at all ()

SECTION C: Influence of Principals communication strategies on students KCSE performance

8. The statements provided below indicate some communication strategies used by principals to improve the academic standards in schools. By use of a tick [√] kindly indicate the extent of your agreement on the outlined statements on principals' communication strategies in improving students' academic performance. Key: Strongly Agree (**SA**) Agree (**A**) Disagree (**D**) Strongly Disagree (**SD**)

Statement	Strongly Agree (SA)	Agree (A)	Strongly Disagree (SD)	Disagree (D)
Principal communicate academic issues to teachers through departments				
Principal communicate academic issues to teachers through staff meetings				
Principal communicate academic issues to teachers and students through assemblies				
Communication to teachers is done through internal memos				

9. How influential is the Principals' communication strategies on students' KCSE performance? Very influential (), Influential (), Less Influential (), Not at all ()

SECTION D: Influence of principals' involvement in provision of learning and teaching resources on students' KCSE performance.

10. The statements provided below indicate some learning and teaching resources provided to enable learning in schools. By use of a tick [√] kindly indicate the extent of your agreement on the statements about the learning and teaching resources and how they influence students KCSE performance. Key: Strongly Agree (**SA**) Agree (**A**) Disagree (**D**) Strongly Disagree (**SD**)

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
The school has adequate text books which enable learning				
The school has enough reference books and revision materials for students				
The school has adequate models, charts and realia for learning in all subjects.				
The school has adequate science equipment and chemical for practical subjects				

11. How influential is the Principals' involvement in provision of learning and teaching resources on students' academic performance? Very influential (), Influential (), Less Influential (), Not at all ()

SECTION E: Influence of principals’ Support of Teacher Capacity Development Programmes on students KCSE performance.

12. The statements provided below indicate some teacher capacity development programmes attended by teachers. By use of a tick [√] kindly indicate the extent of your agreement on the how the TCDP prepare teachers to improve on students’ academic performance. Key: Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

	Strongly Agree	Agree	Disagree	Strongly Disagree
Short courses train teachers on important trends important for students’ performance				
Seminars and workshops expose teachers to new and relevant skills in teaching				
Collaborative symposiums provide forums where teachers share academic experiences				

13. How influential is the Principals’ involvement in support of teacher development programmes on students’ KCSE performance? Very influential (), Influential (), Less Influential (), Not at all ()

F. KCSE Performance by Mean Score

Kindly indicate the performance of your school in the last five years.

Year	2015	2016	2017	2018	2019
KCSE mean					

Thank you for cooperation

APPENDIX III: TEACHERS' QUESTIONNAIRE

This questionnaire is intended to collect data on influence of principals' management practices on KCSE performance in public secondary schools in Mbooni West Sub County. Kindly read the questions below carefully and give the responses by either ticking (√) where appropriate or by giving information in the spaces provided. This study is for academic purposes only and the information given shall be treated with confidentiality.

SECTION A: Personal Information

1. Kindly indicate your gender. Male Female
2. Kindly indicate your age. 25-30 years 31-40 years
41-50 years 50 -60 years
3. Kindly indicate your highest academic qualification.
Diploma in Education Bachelor of Education (B.ED Arts/Science)
BA/BSc (PGDE) Master's in Education PhD
4. Kindly indicate your teaching experience 0-5 years 6-10 years
11-15 years 16-20 years Over 21 years
5. How many years have you been a principal in the current School experience
0-5 years 6-10 years
11-15 years 16-20 years Over 21 years

SECTION B: Influence of Principals’ Involvement in Curriculum Supervision on students KCSE performance

6. The statements provided below indicate some curriculum supervisory practices carried by principals in schools. By use of a tick [√] kindly indicate the extent of your agreement on the outlined statements about principals’ curriculum supervisory practices Key: Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

Statement	Strongly Agree (SA)	Agree (A)	Strongly Disagree (SD)	Disagree (D)
Principals ensure that lesson observation is carried for each teacher				
Principals supervise the teachers in their teaching activities				
Principals discuss class observations with the teachers				
Principals ensure that lessons missed are recovered				
Principal ensure class attendance register for teachers is always up to date				

7. How influential is the Principals’ involvement in curriculum supervision on students’ KCSE performance?

Very influential (), Influential (), Less Influential (), Not at all ()

SECTION C: Influence of Principals communication strategies on students KCSE performance

8. The statements provided below indicate some communication strategies used by principals to improve the academic standards in schools. By use of a tick [√] kindly indicate the extent of your agreement on the outlined statements on principals' communication strategies in improving students' academic performance. Key: Strongly Agree (**SA**) Agree (**A**) Disagree (**D**) Strongly Disagree (**SD**)

Statement	Strongly Agree (SA)	Agree (A)	Strongly Disagree (SD)	Disagree (D)
Principal communicate academic issues to teachers through departments				
Principal communicate academic issues to teachers through staff meetings				
Principal communicate academic issues to teachers and students through assemblies				
Communication to teachers is done through internal memos				

9. How influential is the Principals' communication strategies on students' KCSE performance? Very influential (), Influential (), Less Influential (), Not at all ()

SECTION D: Influence of principals' involvement in provision of learning and teaching resources on students' KCSE performance.

10. The statements provided below indicate some learning and teaching resources provided to enable learning in schools. By use of a tick [√] kindly indicate the extent of your agreement on the statements about the learning and teaching resources and how they influence students KCSE performance. Key: Strongly Agree (**SA**) Agree (**A**) Disagree (**D**) Strongly Disagree (**SD**)

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
The school has adequate text books which enable learning				
The school has enough reference books and revision materials for students				
The school has adequate models, charts and realia for learning in all subjects.				
The school has adequate science equipment and chemical for practical subjects				

11. How influential is the Principals' involvement in provision of learning and teaching resources on students' academic performance? Very influential (), Influential (), Less Influential (), Not at all ()

SECTION E: Influence of principals’ Support of Teacher Capacity Development Programmes on students KCSE performance.

12. The statements provided below indicate some teacher capacity development programmes attended by teachers. By use of a tick [√] kindly indicate the extent of your agreement on the how the TCDP prepare teachers to improve on students’ academic performance. Key: Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

	Strongly Agree	Agree	Disagree	Strongly Disagree
Short courses train teachers on important trends important for students’ performance				
Seminars and workshops expose teachers to new and relevant skills in teaching				
Collaborative symposiums provide forums where teachers share academic experiences				

13. How influential is the Principals’ involvement in support of teacher development programmes on students’ KCSE performance? Very influential (), Influential (), Less Influential (), Not at all ()

Thank you for cooperation

APPENDIX IV: DATA COLLECTION BY SEKU



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/WTE/20573/2015

DATE: 8th January 2020

Kyule Patrice Kioko
Re g. No. E55/WTE/20573/2015
Masters of Education in Educational Administration and Planning
C/O Director Wote Campus

Dear Kyule,

RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Master in Educational Administration and Planning Proposal document titled: *“Factors Influencing Implementation of Performance Appraisal for Teachers in Public Secondary Schools in Nzau Sub-County, Makueni 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. Gideon Kasivu and Dr. Isaac Matemu. 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 and Planning.

Prof. Felix N. Kioli
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 Education Administration and Planning
Director, Wote Campus
Dr. Gideon Kasivu
Dr. Isaac Matemu
BPS Office - To file

ARID TO GREEN



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TRANSFORMING LIVES

APPENDIX V: DATA COLLECTION BY NACOSTI



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 418977

Date of Issue: 28/March/2020

RESEARCH LICENSE



This is to Certify that Mr. PETER MUSYOKI MBALUKA of South Eastern Kenya University, has been licensed to conduct research in Makeni on the topic: **INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON KENYA CERTIFICATE OF SECONDARY EDUCATION PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MBOONI WEST SUB COUNTY, MAKUENI COUNTY** for the period ending : 28/March/2021.

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SCIENCE, TECHNOLOGY &
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