

**PRINCIPALS' ADMINISTRATIVE PRACTICES INFLUENCING STUDENTS'
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN YATTA
SUB COUNTY, MACHAKOS COUNTY, KENYA**

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**A Research Thesis Submitted in Partial Fulfilment of the Requirements for the
Degree of Master of Education in Educational Administration of South Eastern
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DECLARATION

I understand that plagiarism is an offence and I, therefore, declare that this project is my original work and has not been presented to any other institution for any other award.

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DEDICATION

This project is dedicated to my husband, Godfrey Kyengo, our sons Shalom Kyalo and Kelvin Makau and daughter Charity Mutheu.

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ABBREVIATIONS AND ACRONYMS

AEOs	:	Area Education Officers
ANOVA	:	Analysis of variance
DEO	:	District Education Officer
DICECE	:	District Centre for Early Childhood Education
ECE	:	Early Childhood Education
ECD	:	Early Childhood Development
FDSE	:	Free Day Secondary Education
ICT	:	Information and Communication Technology
KCSE	:	Kenya Certificate of Secondary Education
KNEC	:	Kenya National Examination Council
NACOSTI	:	National Commission for Science, Technology, and Innovation
OECD	:	Organisation for Economic Co-operation and Development
SCDE	:	Sub County Director of Education
SPSS	:	Statistical Package for Social Science
TSC	:	Teachers Service Commission
UNESCO	:	United Nations Educational, Scientific and Cultural Organization

DEFINITION OF SIGNIFICANT TERMS

- Academic performance:** The standard of excellence used to determine the students' grades attained in KCSE exams as assessed by examiners who award marks.
- Administrative practices:** The activities carried out by the principal as an administrator either on a day-to-day basis or occasionally to enhance students' academic performance.
- Capacity-building:** This involves processes such as organizing teachers' workshops, mentoring and coaching of teachers of capacity building programs and supporting the professional growth of teachers which equip teachers with skills, attitude and knowledge to understand and deal with their job performance needs sustainably.
- Goal-setting:** Goal setting is a school leadership strategy by principals that entails designing and explaining the school mission and vision, school curriculum programs and work plan to all stakeholders. It involves collaborating with stakeholders to design programmes that will guide the path to achieve set goals.
- Instructional supervision:** This is a principals' practice that involves checking teaching records, lesson observations, teaching, and actual student experience in class to ensure curriculum implementation translates to academic success of the learners.

Learning resources:

These are resources required in schools to facilitate the learning and management of schools. They include text books, laboratory apparatus and reagents, charts, maps, stationary that if well utilised, will lead to improved academic performance of the learners .

Principal:

The heads of institutions, who are appointed, with leadership skills, who can maintain accountability, see potential and create value in fellow teachers, peers' and students to enable them to strive for higher education by focussing on goal setting and daily objectives that are productive to the overall community, family, and person.

ABSTRACT

Education plays a critical role in the development and transformation of nations throughout the world. The goal of this research was to establish the influence of principals' administrative practices on students' academic performance in public secondary schools in Yatta sub-county of Machakos County, Kenya. In this regard, the study set out to: determine the influence of capacity building of teachers on students' academic performance in public secondary schools; establish the influence of providing learning resources on students' academic performance in public secondary schools; establish the influence of instructional supervision on students' academic performance in public secondary schools; and determine the influence of goal setting on students' academic performance in public secondary schools. The instructional leadership theory served as the theoretical framework for this research. Descriptive research design was used in this study. The focus of the study was on students' academic performance in KCSE in Yatta Sub-County of Machakos County, which had 58 principals and 750 teachers. A total of 19 principals and 228 teachers were included in the study sample. The sample was selected using both systematic and random sampling methods. Data was collected from the sampled principals and teachers by administering questionnaires. The data collected was analysed using Statistical Package for Social Sciences (SPSS). The results showed a lot of consistency between principals' and teachers' opinions on the four areas under study. Both principals and teachers held true the fact that principals' administrative practices greatly influenced students' academic performance. On further probing, some teachers expressed concern on the level of commitment by some principals to support the same. Principals' failure to adequately provide resources and implement capacity building programs was cited as some of the reasons for the prevailing dismal student achievement in KCSE. Principals' administrative practices were found to have a positive significant correlation with students' academic performance. Similarly, teachers' responses yielded a significant positive correlation with principals' responses on provision of learning resources and students' academic performance. It was also revealed that the principal's level of instructional supervision had a discernible effect on students' academic achievement. Finally, it was determined that if principals stopped setting academic goals for their students, learners' performance in the classroom would suffer greatly. The results established that there was need to enhance students' academic performance in public schools in Yatta Sub- County which was below the national mean. Some suggestions provided were adequate capacity building programmes for the teachers, provision of learning materials, improved instructional supervision and goal setting strategies. On the basis of the research findings, it was concluded that principals' administrative practices positively influenced students' academic performance in Yatta Sub-County. It was proposed that the ministry of Education should formulate and implement a strategy to step up teacher capacity building programmes; and that learning resources are provided in a timely manner. To further improve students' performance, it was proposed that principals in public secondary schools should design effective instructional supervision strategies and that they should involve all teachers and students in setting of performance goals in order to ensure ownership of such goals by the three parties.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

All across the world, education plays a crucial role in a country's ability to develop and adapt (Galigao & Liema, 2019). Education not only imparts useful knowledge and abilities but also instils important values and encourages the development of positive attitudes and perspectives. Prioritizing education on a global scale led to the creation of Sustainable Development Goal 4 (SDG 4), which calls for universal access to an inclusive and equitable quality education that promotes lifelong learning opportunities for all (United Nations General assembly, 2015). This goal was premised on the need to guarantee that all children, regardless of their socio-economic status, have equal access to high-quality education that will result in meaningful and successful learning and improved academic achievement (Boeren, 2019). This study sought to examine the influence of principals' administrative practices on students' academic performance in public secondary schools in Yatta sub-county, Machakos County, Kenya.

The principal plays a crucial role in overseeing all activities within the secondary school and fostering a good relationship with teachers as their subordinates. This collaboration is essential for the smooth functioning and success of school administration (Igoni, 2020). Principal's administrative practices refer to the principles and strategies that guide the management and leadership of educational institutions, typically led by a principal. These practices are crucial for creating a positive learning environment, facilitating effective teaching, and ensuring the overall success of the school (Sunaengsih *et al.*, 2019). In the context of this study, administrative practices refer to the strategies and actions implemented by principals to motivate teachers and improve their performance in secondary schools. These practices are designed to enhance productivity and are considered as the performance functions and activities outlined in this article.

The principal, who serves as the administrative leader of a secondary school, assumes responsibility for planning, controlling, and coordinating various tasks. These tasks encompass the management of human resources, material resources, financial resources,

and time resources, all directed toward accomplishing the goals and objectives of the school (Hillinger & Heck, 2016). The principal is, thus, entrusted to enhance the quality of instructional and administrative activities using effective practices to facilitate the teachers to perform their duties to enhance quality output and productivity (Nwabueze, Chukwuji & Ugwoezuonu, 2018).

Academic success of students is an essential aspect of the learning process (Singh, Malik, & Singh, 2016). According to Narad and Abdullah (2016), the success or failure of a school is ultimately dependent on the academic achievement of its students. Singh et al., (2016) pointed out that the academic success of a country's pupils has a direct impact on the country's economic and social growth. The acquired information is evaluated through a combination of instructor grades and student and teacher-created learning objectives over a predetermined time frame. The goals are normally measured by students' academic performance in all education systems all over the world using continuous assessment or national examination results. Students' academic performance is measured using various indicators. Davison and Dustova (2018) noted that one of the indicators of academic performance is mean grades or Grade point Average (GPA). Various educators use different kinds of assessments such as improvement in the mean grade of learners; increase in the number of quality grades and class participation all of which were used in this study as indicators of student's performance.

Globally, different school reforms have been implemented in the last two decades to improve learners' access to high-quality education (Baker & LeTendre, 2005; OECD, 2013). As a result of these policy shifts, the face of school leadership has evolved in many nations (OECD, 2012). Studies conducted in the Netherlands and Chicago reveal that the administrative practices by principals have a positive impact on school organization, circumstances, and culture, which in turn affects the quality of learning, teaching, and students' academic success (Bruggencate & Rachel, 2012; Bryk et al., 2010).

Celik and Anderson (2021) conducted research in Turkey to determine if there is a correlation between teachers' capacity building and students' performance in higher education institutions. They found a favourable correlation. Abdelraheem and Al-Rabane (2015) investigated the effectiveness of textbooks and other learning resources for the social studies classroom in Oman (western Asia). The research showed that the most common types of social studies instructional media were visual aids such as maps, boards, tables, graphs, and pictures. Using data from a large sample of American students, Ronnie (2016) examined how setting goals affected their performance in the classroom. The results showed that creating reading goals helped students improve their reading skills.

An empirical study on primary instructional supervision techniques was undertaken by Jeffrey et al., (2016) in the United States, and its results showed a strong connection between supervision and students' achievement in schools. Goal-setting and academic success was the subject of a long-term study by Moeller *et al.* (2012). After teaching Spanish in high schools for five years, the author conducted a five-year, quasi-experimental study on the relationship between student goal-setting and academic success. A total of 1,273 pupils from 23 high schools participated in the research. It was decided to adopt a method of purposeful sampling to pick the people who would take part. According to the results, there is a definite connection between deliberate goal-setting and linguistic success.

Several studies on multiple African countries have also been undertaken. Academic success was linked to the principals' duties in supervision, according to research by Ankoma-Sey and Maina (2016) in Ghana. Principals' instructional supervision and teachers' efficacy in Nigeria: A study by Iroegbu and Etudor-Eyo (2016). The authors used a retrospective methodology. 201 teachers and 14 school principals participated in the research. According to the findings, principals can make a big difference in teachers' performance through various forms of instructional supervision, such as post-analysis conferences, analysis/strategy meetings, and classroom observations. This indicated that teachers benefited from the principal's instructional oversight.

Khanyi and Naidoo (2020) conducted research in South Africa to better understand the influence principals have on the professional development of secondary school teachers. It became clear from the findings that administrators' professional development is crucial for advocating and encouraging teachers' leadership capacity development, which is essential for teachers to perform well in their positions. Tety (2016) conducted research into the effect of instructional materials on student achievement in Tanzania and discovered that these materials improved the teaching and learning processes for both students and teachers.

In Kenya, various studies have been done. Jepketer et al (2015) studied the influence of capacity-building strategies for teachers on students' performance in public secondary schools in Nandi County. The findings revealed that the contribution of teachers' capacity development positively influences students' performance to a great extent. Jepketer et al., (2015) used descriptive statistics only to analyze the collected data, hence did not conduct a statistical correlation between capacity building for teachers and students' academic performance, which is the focus of the current study. Jepketer *et al.*, (2015) focused on the relationship between capacity-building strategies for teachers and students' academic performance. The current study seeks to examine the Principals' involvement in capacity-building for teachers and its impact on students' academic performance.

Kilonzo, Mulwa, and Kasivu (2020) studied the relationship between principals' involvement in developing teachers and the academic performance of students in public secondary schools in Machakos county in Kenya. The study involved 331 principals and 3,006 students. The results revealed a positive relationship between principals' involvement in teachers' development and the academic performance of students.

There are various factors that affect a student's performance in education. Students' academic performance in Yatta Sub- County, Machakos County, Kenya was analysed to determine the influence of four different administrative methods common among principals namely: capacity building, utilization of learning resources, instructional supervision, and goal setting. Principals' involvement in capacity building for teachers

entails arrangements of how teachers can enhance trust, skills and knowledge, and attitudes to help their institution succeed. It entails organizing how teachers acquire in-depth content knowledge; professional ethics, innovative pedagogical skills, and experience as they network with colleagues and professional experts on practices, theories, techniques, and challenges they face in the implementation of the curriculum (Joshua, 2020). There is thus a need for principals to ensure that there is effective teaching to enhance the students' performance.

Principals' provision of learning resources is an important strategy that promotes student academic performance. Learning resources refer to all materials, human and non-human, audio-visual materials, school environments, and community materials that are available in learning institutions to simplify the teaching process as well as facilitate school administration (Dangara, 2016). Learning resources also include other materials used in schools to ease learning and make it more comprehensible to the students (Dangara, 2016; Okongo, 2015). Benjamin and Orodho (2014) and Sitati, Kennedy, and Ndirangu (2017) show the importance of the availability of learning and teaching resources and the level of classroom management and content delivery by teachers. These studies focused on teachers' performance but the current study focused on the academic performance of students.

Instructional supervision is another critical role played by principals in a school. The responsibility has been entrusted to principals to fulfill their educational goals (Mavindu, 2013). Instructional supervision requires that the principal focus on the teaching staff who are directly involved in implementing the school curriculum through instructions. Therefore, principals are expected to plan and execute instructional supervision in their schools. Instructional supervision entails practices such as checking students' academic records; classroom visitation, principals' involvement in classroom teaching, and checking teachers' professional documents (Samoei, 2014). Studies by Iroegbu and Etudor-Eyo (2016); Muriithi (2012); and Abas (2014) indicated that instructional supervision has a positive influence on the process of learning. The focus of these studies was on the influence of instructional supervision and teacher performance. However, the

current study focused on the influence of instructional supervision and student's academic performance

Goal setting is also an essential aspect of school administration; hence, principals are responsible for setting long-term strategic goals for the schools while linking such goals to annual school development and improvement plans. Besides, principals are also expected to set personal goals for their performance and they may always set goals for the teachers. Thus, principals need to plan and execute appropriate goals by making them clear and working towards enhancing staff commitment to their planned goals (Claire & Viviane, 2012). Studies by Ronnie (2016) and Chaorong (2012) indicated that goal setting positively influences students' achievement. However, these studies were done in other countries, hence the need for the current study.

The Government of Kenya has established various policies to ensure that every citizen has access to quality education and performs well in their academics. For Instance, the government, through the Teacher's service commission (TSC) introduced performance contracting which is meant to improve the quality of teaching and learning in public schools by building a performance-oriented culture and ensuring there is accountability in public schools (Jonyo & Jonyo, 2017).TSC has also established a Teacher Professional Development (TPD) program. The TPD program is meant to continuously improve and develop teachers' competencies, skills, and knowledge to facilitate the provision of quality education against the ever-changing learners' needs. The textbook policy in Kenya (2018) which targets to achieve a textbook- learner ratio of 1:1, the Secondary Education Quality Improvement Project (SEQIP) on infrastructural expansion and the Multiagency approach to education, a problem-solving approach which involves representation from several agencies are among government reforms in education that underpin the prominence of quality education on students' academic performance.

Secondary school students in Kenya are assessed through a summative evaluation at the national level; using an examination called the Kenya Certificate of Secondary Education (KCSE). There has been a general outcry about the dismal performance posted by

students in national examinations in the country. An analysis of the KCSE performance of 58 schools in Yatta Sub-County between 2016 and 2020 showed that the sub-county had an improvement trend in the mean scores posted. Similar trend was observed in the national mean scores. This positive deviation could be attributed to the rapid reforms in education and government funding. However, performance of most schools in Yatta Sub County was below the National mean score for the five years under consideration. The analysed data on students' academic performance in KCSE is represented in Table 1.1 below.

Table 1. 1: KCSE Performance in Yatta Sub-County and Nationally

Year	2016	2017	2018	2019	2020
Yatta Mean	3.24	3.09	3.51	3.67	3.87
National Mean	4.02	3.72	4.01	4.30	4.53

The mean scores posted above indicated that majority of the students in Yatta sub County had registered low academic performance for the past five years. The implication would be that individual learners would be left out of the very competitive degree courses which would have a long-term effect of learners missing out on the scarce job opportunities. A low transition rate was also recorded in Yatta, hence, the need for the current study.

1.2 Statement of the Problem

The mandate of the school principal as per the basic Education Act 2013 is to be the accounting officer and lead educator. The principal is responsible for the operational management of the school. The principals are also responsible for the establishment and implementation of education plans, programs, policies, and curriculum activities of the school (GoK, 2013). Therefore, once students are admitted, the principal must plan for all activities that will ensure quality teaching. The ultimate goal is to ensure that learners achieve quality education, post quality grades in KCSE, ensure high transition rate and attain all attributes that help them cope with life after school.

However, data from Yatta sub-county education office (2021) showed that students' academic performance remained below average in most public secondary schools. An analysis of the academic performance of the 58 secondary schools in the Sub-County between 2017 and 2020 showed that the performance in KCSE had remained below the national mean as shown in Table 1.1. There was therefore the need to carry out this study to determine the influence of principal's administrative practices on students' academic performance in public secondary schools in Yatta sub-county, Machakos County, Kenya.

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The purpose of this research was to determine principals' administrative practices influencing students' academic performance in public secondary schools in Yatta sub-county of Machakos County, Kenya.

1.3.2 Specific Objectives of the Study

- i. To determine the influence of principals' involvement in capacity building for teachers on students' academic performance in public secondary schools in Yatta sub-county, Machakos County, Kenya.
- ii. To establish the influence of provision of learning resources on students' academic performance in public secondary schools in Yatta sub-county, Machakos County, Kenya
- iii. To determine the influence of instructional supervision on students' academic performance in public secondary schools in Yatta sub-county, Machakos County, Kenya
- iv. To establish the influence of goal setting on students' academic performance in public secondary schools in Yatta sub-county, Machakos County, Kenya

1.4 Research Hypothesis

Ho1: There is no statistically significant relationship between teachers' capacity building and students' academic performance in public secondary schools in Yatta sub-county, Machakos County, Kenya.

Ho2: There is no statistically significant relationship between provision of learning resources and students' academic performance in public secondary schools in Yatta sub-county, Machakos County, Kenya.

Ho3: There is no statistically significant relationship between instructional supervision and students' academic performance in public secondary schools in Yatta sub-county, Machakos County, Kenya.

Ho4: There is no statistically significant relationship between goal setting and students' academic performance in public secondary schools in Yatta sub-county, Machakos County, Kenya.

1.5 Significance of the Study

The results of the study may be significant to various stakeholders in the education sector as it seeks to contribute to the improvement of principals' administrative practices by examining their influence on students' academic performance. First, the Teachers Service Commission (TSC) may find the findings of the study significant as it may inform their training and coaching of principals on the administrative practices they should focus on to enhance the academic performance of students. Secondly, the Kenyan Government through the Ministry of Education may find the results of this study relevant in their policy formulation, specifically in informing the areas they need to enhance their supervision to ensure appropriate curriculum implementation by the school management personnel. Furthermore, principals may use the findings of the study as a challenge to them and provide facts and knowledge that may help them enhance their administrative practices. Other researchers and scholars may find the results of the study significant as it adds to the body of knowledge about the influence of administrative practices on student performance. Therefore, the study may form a point of reference for their studies as well as help researchers design future studies.

1.6 Limitations of the Study

The results of this study were influenced by various limitations. First, the researcher depended on the honesty and cooperation of the participants of the study. Since the study focused on students' academic performance and the individuals responsible for the performance, honesty of the participants was critical as some facts may expose their weaknesses and omissions. However, the researcher convinced the participants that the information they provide would be confidential and for academic purposes only. The use of questionnaires as opposed to oral interviews also encouraged the participants to respond honestly since they were anonymous. Secondly, accessing the Principals' and Teachers was a limitation bearing in mind that the respondents were busy at schools trying to cover the syllabus in a short period than normal due to the disruption of education by the COVID-19 pandemic. To mitigate this challenge, the researcher found time during break time to engage the participants, with the permission of the school administration.

1.7 Delimitations of the Study

The study was delimited to the public secondary schools in Yatta Sub- County in Machakos County. While the academic performance of students was influenced by many factors both in and out of schools, this study focused on principals' administrative strategies, specifically capacity building of teachers, provision of learning materials; instructional supervision, and goal-setting practices only, and how each factor influenced students' academic performance. The researcher was not in control of other variables that influence students' academic performance.

1.8 Assumptions of the Study

The researcher assumed that all the public secondary schools in Yatta sub-county participated in the national examination, KCSE and the results represented their actual performance in the examination. It was also assumed that the principals engaged in capacity-building of teachers, provision of learning resources, instructional supervision, and goal-setting practices.

1.9 Organization of the Study

The research was categorized into six chapters. The first chapter is an introduction, which comprises the background to the study, the statement of the problem, the study's objectives, the research hypothesis and the significance of the study, its limitations and delimitations, and the assumptions of the study. Literature review was discussed in chapter two. Students' academic performance was discussed in relation to the literature on the topics of capacity-building, providing learning resources, instructional supervision, and goal-setting procedures. Chapter two also includes a summary of the literature review, theoretical framework, and conceptual framework.

This study's research methodology is presented in chapter three. This chapter focuses on the specifics of conducting research, including research design, target population, sampling techniques and sample size, research instruments used, validity and reliability of the research instruments, data collection procedures, data analysis techniques, and ethical considerations. The research findings, contextualized within the research objective, are presented in chapter four while their discussion and interpretation are presented in Chapter five. The study's conclusions and recommendations are presented in chapter six.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of previous studies that are relevant to the current study. Therefore, literature about teachers' capacity-building, use of learning resources, instructional supervision, and goal-setting and how they influence students' academic performance is reviewed. The summary of the literature review is also presented in this chapter. This chapter further presents the theoretical framework where the instructional leadership model is described. Finally, a conceptual framework showing the interrelation between the independent and dependent variables is presented.

2.2 Capacity-Building for Teachers and Students' Academic Performance

Capacity building is a process of equipping people with skills, knowledge understanding, access to information and training to enhance their abilities to solve problems, perform their core functions, and understand and deal with their job performance needs sustainably (Uwakwe, 2017). The principals who are most effective in improving their student's academic achievement placed a premium on developing the professional skills of their faculty (Day, Gu. & Sammons, 2016). Such administrators are primarily concerned with bettering the educational experience for their students by strengthening the facilities at their schools. Principals who prioritize their institutions' staff members' professional growth adopt strategies and implement plans to encourage students and faculty to think critically and creatively (Shatzer et al., 2014).

Improved student academic performance is widely recognized as a direct result of high-quality instruction. Therefore, the developed world is the one that cares more about student achievement, as shown by empirical evidence (Darling-Hammond, 2012). Principals' capacity-building methods were analysed in a study by Yakavets et al (2017) in Kazakhstan (a country in central Asia). Twenty different institutions' worth of information was gathered using a mixed-methods research strategy. Boosting student achievement through capacity-building strategies in schools was found to be important, but widespread adoption of these methods necessitated new approaches. The current

study, in contrast, was conducted in Kenya using descriptive research method while the previous one was done in Kazakhstan using mixed- methods research strategy.

The impact of faculty development on students' academic outcomes in Turkish universities was investigated by Elik and Anderson (2021). Because desktop reviews were used as the research method, all inferences and conclusions drew on the results of previous studies. The findings confirmed a positive correlation between teacher training and student achievement. The current study is different from this one in a number of ways. It was initially carried out in Turkey, with secondary data. Two, the research looked at the correlation between teacher capacity and student outcomes in higher education. In Yatta sub-county of Kenya, this research sought to determine whether teacher capacity enhancement influence students' performance.

Researchers Adebayo and Sagaya (2016) looked at how improving teachers' skills affected their pupils' grades at Nigeria's Kwara state's middle and lower-level secondary institutions. The goal of the authors' descriptive survey was to establish a connection between the two variables. According to the data, improving educators' skill sets correlates positively with student achievement. The findings indicated a strong correlation between these factors (teachers' pedagogy, classroom management, personality, and students' achievement) and students' academic outcomes. The current study was conducted in Kenya, while the aforementioned one was conducted in Nigeria.

The capacity enhancement of secondary school teachers in South Africa was investigated by Khanyi and Naidoo (2020). Ten students from two different schools were chosen at random as part of a qualitative research study. It became clear from the findings that administrators' professional development is crucial for advocating and encouraging teachers' leadership capacity development, which is essential for teachers to perform well in their positions. Although principals' roles in teacher capacity building were discussed, the study did not examine the impact this had on students' grades. However, the current research examined the connection between principals' plans for capacity building and students' academic achievement, whereas the previous research examined the same topic from a South African perspective.

An illustration of the significance of capacity building in schools is the fact that South Africa has embraced capacity building for teachers and has improved academic achievement (Jaarsveldt, 2019). Uwakwe (2017) looked into how principals in Nigeria's south-eastern states could benefit from further training to better manage their faculty. The results of the study confirmed the need of increasing school principals' skill sets to increase student performance through better leadership and supervision. A similar study was done in Nigeria, but the current study took place in Kenya. Furthermore, the study primarily aimed to determine the impact of principals' capacity building on the efficient management of students and faculty. This analysis looked at how school principals in Kenya could improve their instructors' skills to raise their learners' test scores.

Ndupuechi (2021) looked at how the capacity-building skills of principals in Nigeria's plateau state affected teacher effectiveness. The purpose of this research was to learn how administrators' capacity-building abilities affect teacher productivity in the classroom. The study involved 487 educators and 174 school principals and used a correlational research strategy. Teachers' performance was found to improve when principals invested in their professional development. This implied that improving teachers' capacity leads to better education. The current research focussed on the direct relationship between principals' capacity building for teachers and student academic achievement in Kenya, whereas the proposed research focussed on the same issue but from the perspective of principals in Nigeria.

In a 2015 study conducted by Jepketer et al, they looked at how different tactics for increasing teachers' abilities affected their students' academic outcomes in Nandi County's public secondary schools. Using stratified and simple random sampling, a representative sample of 30 principals, 85 teachers, and 136 students from 30 public secondary schools was selected. The results demonstrated that teacher capacity development contributes to student achievement in a good way. In their 2015 study, Jepketer et al. employed just descriptive statistics only to examine the data. The current study used both descriptive and inferential statistics to determine whether increasing teachers' professional development leads to improved student achievement. Furthermore,

the study examined how various ways for increasing educators' professional development affected the academic success of their students. The purpose of this research was to analyse how Principal involvement in teacher capacity-building affects student achievement.

Kilonzo, Mulwa, and Kasivu (2020) looked at the public secondary schools in Machakos County, Kenya, to determine if there was a correlation between principals' involvement in teacher development and student achievement. The study used a descriptive survey approach, and it included 600 students from 100 different schools. Research results showed a correlation between principals' efforts to improve teachers' skills and students' achievement in the classroom. The current study was based on Yatta subcounty.

2.3 Provision of Learning Resources and Students' Academic Performance

The learning resources are fundamental for student academic performance. Thus, the principals have a role in ensuring the provision and utilization of the resources in learning. The learning resources help teachers to effectively impart knowledge and skills to students thus enhancing their academic performance (Bušljeta, 2013). Various empirical studies have been done to examine the influence of the provision of teaching and learning resources on the academic performance of students.

In Oman, (western Asia) Abdelraheem and Al-Rabane (2015) studied the utilisation and benefits of instructional materials in teaching social studies. The study was conducted among 970 students who were randomly sampled from the Muscat areas in Oman. The collection of data was done using questionnaires that contained a list of the common learning resources at schools. The findings revealed that learning materials such as maps, boards, tables graphs, and illustrations were the most frequently used media in teaching social studies. Concerning the benefit of the resources, it was established that boards, maps, illustrations, and tables were the most useful media in teaching social studies. Whereas this study was carried out in Oman and the focus was on the benefits of teaching resources used in teaching social studies, the current study was conducted in Kenya,

Yatta Sub County with its focus on the relationship between principals' provision of learning resources and students' academic performance.

An education study by UNESCO (2010) in Ghana, Cameroon, Tanzania, Uganda, and Kenya established that the only teaching aids in classrooms were chalk, duster, and blackboard while others such as maps, specimens, and charts remained in principals' offices due to insecurity leading to low academic performance by students. While this study focused on the usage of learning and teaching resources, the author didn't examine the statistical impact of the teaching resources and students' academic performance which was the focus of the current study.

Abubakar (2020) studied the impact of instructional materials on students' academic performance in physics in selected secondary schools in Sokoto state in Nigeria. The study was carried out among 2850 senior secondary schools students and 125 teachers. A descriptive survey research design was used in the study and the results revealed that even though learning resources were not adequate; the available resources were used and had positively influenced the student's performance in physics. The author of this study did not use inferential statistics in the study to examine the statistical relationships and significance between learning and teaching materials and students' academic performance. Besides, the study focused on students' performance in one subject, physics. Therefore, the findings were not generalizable. The current study used both descriptive and inferential statistics to examine the principals' provision of learning resources and how it influences students' academic performance.

Tety (2016) investigated the impact of course materials on student achievement in a Tanzanian classroom. The research utilized a cross-sectional survey layout. Only 5 of the 38 public secondary schools in Rombo districts were included in the research. A total of 131 participants, including 5 pupils and 20 teachers, the principals of the 5 schools, and the district education officer were picked at random. Students' and teachers' accomplishments were found to improve in conjunction with the introduction of new

educational materials. The current study was carried out in Kenya, whereas the previous one was undertaken in Tanzania.

In a 2010 study, Yara and Otieno looked at secondary schools in Kenya's Bondo district to determine the impact of learning and teaching materials on students' achievement in mathematics subject. A total of 242 students from 8 different schools participated in the descriptive survey. Students' achievement in mathematics was found to be significantly influenced by resources like laboratories and classrooms, as well as instructional aids like stationeries. In contrast to the suggested study, this one looked at how different learning and teaching tools affected students' math performance. Rather, the current research looked at how principals' provision of learning resources affected students' overall KCSE performance.

Livumbaze and Judith (2017) looked at how different types of educational materials affected the grades of high school pupils in Hamisi sub-county, Vihiga Kenya. The study used a descriptive survey research approach, with samples selected using both random and purposeful sampling to ensure a balanced representation of the population of interest. Purposive sampling was employed to select participants from the SCDE, whereas simple random sampling was utilized to select students, instructors, and AEO. As the results showed, absence of learning and teaching resources led to decline in students' academic achievement at the school level. Purposive sampling was used, which has its limitations, such as being prone to researcher biasness and subjectivity. A combination of stratified and basic random sampling was used in the current investigation to increase confidence in the results.

Kakamega County's availability of ECE educational materials was investigated by Sitati, Kennedy and Ndirangu (2017). Researchers employed a descriptive survey strategy, and their findings showed that stakeholders had gone to considerable lengths to make educational resources available to both public and private ECEs. This research was conducted in both public and private early childhood education facilities in Kakamega counties, as opposed to the current study which focussed on public secondary schools in

Yatta sub-county. Above all, the results are not generalizable because they were derived using a sampling method that was not statistically valid. In addition, the principals' role in the provision of learning materials and academic achievement, an objective of the current study, was not investigated in the aforementioned research.

Using a sample size of 407 participants, including 45 principals and 362 teachers, Mutiso, Kirimi, and Itegi (2020) investigated the correlation between the availability of adequate instructional resources and student achievement in public secondary schools in Machakos County. The researchers found that principals often failed to provide their students with sufficient learning materials, which had a negative impact on their students' grades. Despite this, the survey found that schools didn't make enough use of the resources at their disposal to supplement the few that principals supplied. In contrast to the present investigation, this one looked at how the availability of sufficient educational materials in public schools affected students' academic achievement. However, the focus of this current research was on how provision of instructional materials influenced students' academic outcomes.

2.4 Instructional Supervision and Students' Academic Performance

Principals are expected to take on a leadership role in curriculum and instruction as part of their supervisory responsibilities. Adul, Akinloye and Olabisi (2014) define "instructional leadership" as "leadership behaviors intended to improve classroom instruction". Teaching techniques, curriculum implementation, professional competency, and effective classroom instruction are all examples of the kinds of actions that fall under this category (Alkedem, 2013). As a result, principals play a crucial role in raising teachers' productivity and efficacy. Several researches have looked into the correlation between teacher oversight and student achievement.

The relationship between supervision and students' academic achievement was found to be statistically significant in an empirical study of principal instructional supervision techniques in the United States of America (USA) conducted by Jeffrey, Vivian, and Susan (2016). The researchers in this study used a descriptive research strategy based on

interviews and questionnaires to gather data from 357 classroom teachers and 119 school administrators. The latest study, which was undertaken in Kenya, was different from the last one, which was done in American classrooms.

According to research conducted in Ghana, the supervisory duties of department heads were significantly correlated with students' academic achievement. This was discovered by Ankoma-Sey and Maina (2016), who studied the effect of effective supervision on student success. Nine hundred and sixty-three administrators and principals took part in the research. Researchers conducted interviews and distributed questionnaires to acquire primary data. Unlike the current study, which focused on classroom teachers and principals, this previous study was performed in Ghana and primarily concerned department heads and headteachers.

In Nigeria, Iroegbu and Etudor-Eyo (2016) looked at how the principal's instructional supervision affected teacher performance. Teachers in public schools in Nigeria's Akwa Ibom State were evaluated depending on how closely they were supervised by their principals in an effort to determine whether or not this factored into their success. This study was conducted using an ex post facto methodology by the authors. From a total of 1,105 educators, including classroom instructors and school administrators, 201 participated in the study. Principals were interviewed about their role in instructional oversight, and teachers were asked about their own performance using a questionnaire designed to measure the impact of their lesson. The data was analyzed using t-test and mean statistics. The study's findings showed that teachers' efficacy varied significantly across four factors: analysis/strategy, classroom observation, post-analysis conference, and post-conference. The results suggested that principals' instructional supervision has a major impact on teacher performance. These four facets of instructional supervision were examined in this study because of their potential impact on teachers' performance. The current study concerned itself more about the connection between principals' involvement in instructional monitoring and student achievement. In addition, that study was undertaken in Nigeria and used a different methodology as opposed to the current one which was carried out in Kenya.

Principals' instructional supervision practices were analyzed by Ndambuki, et al (2020) to determine their impact on students' KCSE performance in Makueni County, Kenya. Some 345 educators and their principals (n=108) participated in the survey. Principals' instructional supervision strategies were found to have a favorable impact on students' KCSE performance in public secondary schools in Makueni County. In contrast to the previous research, which was performed in secondary schools in Makueni County, the current study was conducted in Yatta Sub-County, Machakos County.

It was investigated by Ngui (2018) in public schools in Mwala Sub-County, Kenya, "how principals' instructional supervision procedures affect students' KCSE performance." In this study, researchers employed a descriptive survey method. Seven secondary schools in the Mwala sub-county participated, and the survey included a total of 86 educators, including 7 principals. Teachers' responses to surveys were utilized to compile data, while principals' responses were interviewed using structured interview guides. The results showed that instructional monitoring by principals had a major impact on students' performance on the KCSE. In contrast to the current study, which employed both descriptive and inferential statistics, the researcher in the previous study solely used descriptive statistics to examine the data.

2.5 Goal Setting and Students' Academic Performance

Long-term strategic goals for the schools are defined by principals and are linked to annual school growth and improvement plans as part of the leadership method known as "goal setting" (Aleidine, Janine & Chaorong, 2012). Goal setting is intended to inspire and direct one toward achievement. Goal setting and its impact on students' academic achievement has been the subject of a number of empirical researches. The relationship between setting goals and succeeding in school was the subject of a long-term study by Moeller, Heiler, and Wu (2012) at the University of Nebraska. After teaching Spanish in high schools for five years, the author conducted a five-year, quasi-experimental study on the relationship between student goal-setting and academic success. A total of 1,273 pupils from 23 high schools participated in the research. It was decided to adopt a method of purposeful sampling to pick the people who would take part. According to the results,

there is a definite connection between deliberate goal-setting and linguistic success. While this study looked specifically at how goal setting affected students' performance in the Spanish language, the current investigation examined how principals' goal-making strategies affect students' overall performance on the KCSE.

Using data from a large sample of American students, Ronnie (2016) examined how setting goals affected their performance in the classroom. The participant's fourth and fifth-grade state test scores were assessed to see the effect goal setting had on reading performance. Then, the results of the state reading assessment in 2014 for students who did not participate in goal setting were compared with the results of the state reading assessment in 2015 for the same students after they had moved up from fourth to fifth grade and had taken part in goal setting. The author also analysed the reading progress made by students in 4th and 5th grades using McNemar's Change Test analysis to see if there was a statistically significant change. The results showed that creating reading goals helped pupils improve their reading skills. This research looked at how goal-setting affected students' progress in reading, while the current investigation examined the relationship between principals' goal-setting and students' academic success as measured by the KCSE.

Kristin's (2012) research into the effectiveness of goal-setting and monitoring in the United States classroom found that students who actively participate in the process had more academic success than those who did not. They also found that the beneficial impacts of goal-setting are amplified when the process is coupled with performance feedback or the monitoring of progress. A random sample of students from a 24-year-old high school was used for the research. Statistical software was used for a descriptive analysis of the data. Principals and educators were the primary participants in this study. A total of 119 administrators and 357 educators were included in the study's sample. To determine whether or not the findings are consistent, the study utilized a mixed-methods research methodology. As such, it is the principal's responsibility to share the school's goals and guiding principles with the faculty and student body. The study used a descriptive survey design with a total of 476 participants. This study used a different

environment and a sample size of 247 participants to conduct its research using a mixed-methods approach.

There is a close association between goal setting and students' performance, as shown by the findings of a study conducted in Nigeria by Abe et al (2014). The research also found that when students and teachers create goals together, it motivates teachers to raise standards in areas like classroom behaviour, lesson time management, and student attendance, all of which have a positive effect on student achievement. Scientists used a quasi-experimental design to examine 147 undergraduates. The results showed that when students created goals for themselves, they were more likely to succeed academically in English. The current study is different from this one in a number of respects. For instance, that study used a quasi-experimental design, while the current study used a descriptive research approach. Furthermore, the study looked at how goal setting affected students' performance in English, while the present study examined how principals' goal setting influences students' performance as measured by the KCSE as a whole. On top of that, the research was conducted in Nigeria, whereas the current one was based in Kenya.

In particular, a study by Kirui (2012) in the Kipkelion district in Kenya about the institutional factors that influence head teachers' implementation of changes in curriculum in public secondary schools found that when key stakeholders such as teachers and students were involved in making decisions, especially in goal setting for schools, they were willing to open up and ready to own the decisions. The student's effort and motivation rose, and as a result, the student's academic performance improved. The Kipkelion region was the focus of the previous study, but this one looked specifically at secondary schools in Yatta Sub-County of Machakos County.

2.6 Summary of Literature Review

Different studies have been conducted about the influence of principals' involvement in capacity building for teachers; provision of learning resources; instructional supervision; and goals settings on students' academic performance. Kilonzo *et al* (2020) and Jepketer *et al* (2015) studied the influence of capacity building for teachers on the academic

performance of students. The findings show that capacity building positively influences students' academic performance. Jepketer *et al* (2015) used descriptive statistics to analyse the collected data; consequently, their findings may not be used to conclude that there is a statistical correlation between capacity building for teachers and students' academic performance.

Livumbaze and Judith, (2017), Sitati *et al.*, (2017), and Abubakar (2020) assessed the influence of learning resources on students' academic performance. The results indicated that the availability of learning resources influences students' academic performance. Mutiso *et al.* (2020); and Yara and Otieno (2010) also revealed that there is a link between the availability of learning/teaching materials and students' performance. Sitati *et al* (2017), however, focused on ECD, and Abubakar (2020) and Yara & Otieno (2010) focused on a single subject, that is, Physics.

Iroegbu and Etudor-Eyo (2016) and Ngui (2018) examined the influence of instructional supervision on students' academic performance. The results show that principals' instructional supervision significantly influenced KCSE performance. Ndambuki *et al* (2020) and Ankoma-Sey and Maina (2016) also established a link between principals' instructional supervision and academic performance. Finally, Moeller *et al* (2012) and Ronnie (2016) studied the impact of goal setting on students' academic performance. Kristin (2012); Kirui (2012); Abe *et al* (2014) also revealed that goal setting influences students' academic performance. The results show that goal setting is important for students' academic performance. Most of these studies were conducted outside Kenya and the few conducted in Kenya have not focused on the exact variables in the current study.

2.7 Theoretical Framework

The instructional leadership theory served as the basis for this research. Carrier Back, in 2014, is the proponent of instructional leadership methods. The theory provides a logical picture of how leaders and employees interact to produce organizational results. Carrier's (2014) approach places principals in a position below that of teachers in terms of

instructional leadership. According to Carriers' (2014) model, the principal's role is to emphasize the importance of education for all children through fostering a cohesive school community with high standards for instruction. The principals need to concentrate their efforts on attaining the desired goals in learning and teaching practices as well as be in a position to issue clear instructions so that the school can have the best outcomes. Therefore, the teachers need to be able to match the principal's functions in the classrooms for great outcomes to be achieved. Carrier (2014) emphasizes the principals' personal characteristics. As an instructional leader, he or she should be enthusiastic to play his or her role, be modest, and always ready to assume an important role whose purpose is to enhance leaders' achievement. Besides, the principals need to show strong expert resolve to solve to achieve the role of an instructional leader. The ultimate performance of the students is, however, modelled by the teacher's output.

School principals are perceived to be at the centre of curriculum implementation by choosing the appropriate instructional methods that promote effective learning. As such, the model requires that the principles should reflect all learning aspects of the students. He or she must focus on learning, communicate high expectations for student achievement and instruction; utilise data to inform the school's work and establish a unified community around one vision and mission more so concerning students' academic performance. Thus, the model summarises the principals' role in ensuring there is clear knowledge of instructional best parties such as responsive instructional leadership pedagogy via communicating high expectations for the student's performance so that the learner could realise their full potential in their learning outcomes (Carrier, 2014).

The instructional leadership model has some strength. First, it has been created based on different literature studies about instructional leadership and observation of its application in schools. Second, the model implemented study findings on leadership sharing and the ability of teachers to create schools that highlight the academic field and focus on students' academic performance. In addition, it provides a linear relationship between the variables which is easy to interpret. However, the model's weakness is the lack of

empirical tests, and there are no questionnaire tools created for the model (Alig-Mielcarek, 2014).

Carrier's (2014) instructional leadership model was relevant to the current study. This is because it helped to conceptualize the principal's administrative practices in terms of four distinct but overlying areas; namely, principals' involvement in capacity building for teachers; use of learning resources; principals' instructional supervision; and influence of principals' goal setting.

2.8 The Conceptual Framework

Independent variables

Dependent variable

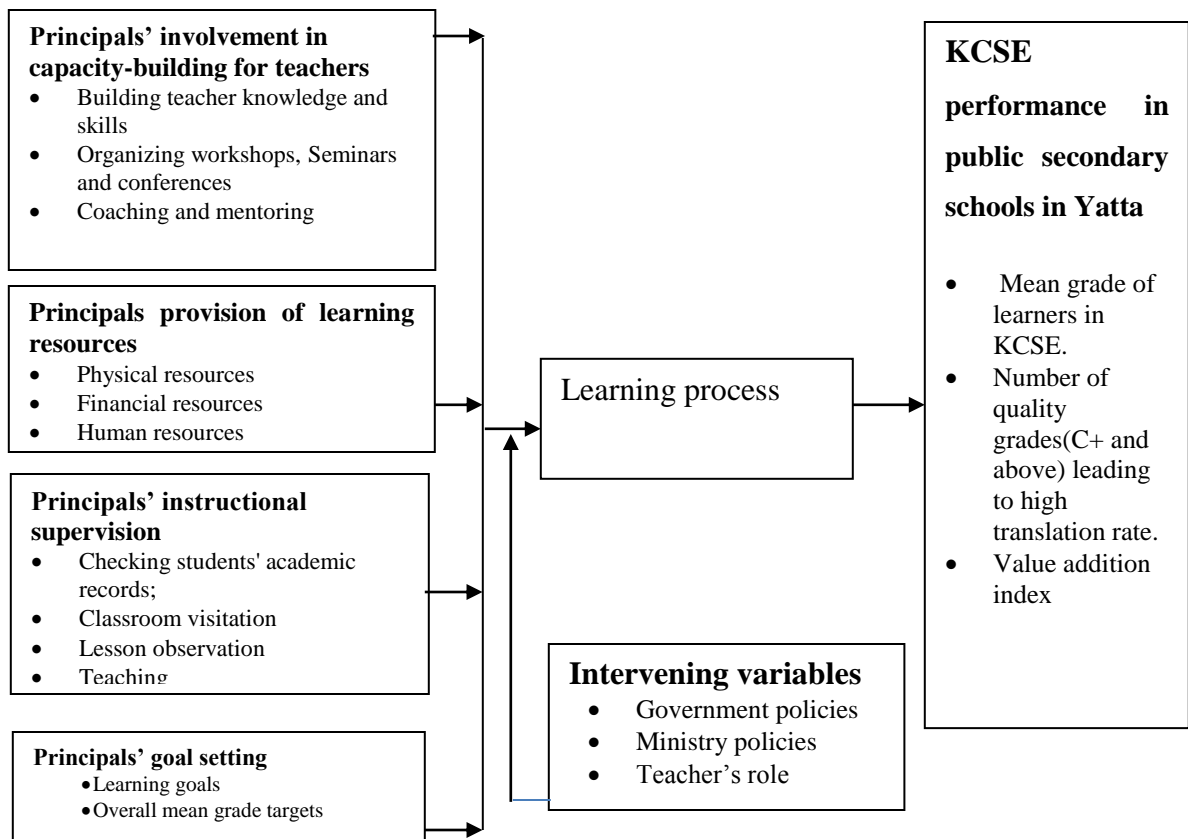


Figure 2.1: Conceptual Framework

The conceptual framework of the study is presented in Figure 2.1. The researcher conceptualizes the study on the fact that principals' administrative practices influence the learning process which in turn leads to improved student performance. Therefore, figure 2.1 shows a diagrammatic representation of the independent and dependent variables concerning principals' administrative practices and students' performance.

The principals' involvement in capacity-building for teachers enhances the learning process by Building teacher knowledge and skills; Organizing workshops, Seminars, and conferences; as well as Coaching and mentoring. Capacity building enhances teachers' ability to tackle the ever-changing challenges of the 21st-century learner. This in turn influence's positively the students' performance in their KCSE.

The principals' role in the provision and utilisation of learning resources influences the learning process. This is by ensuring the availability of physical, financial, and human resources in schools which in turn influence students' academic performance. The principals' instructional supervision may also influence the learning and teaching process; hence, improving students' academic performance. This is achieved by principals checking students' records, lesson observations, visiting classrooms and being involved in classroom teaching. Finally, Principals' goal-setting influences the behaviours and attitudes of both students and teachers. It may be achieved by setting learning and teaching goals as well as setting overall mean goal targets, which influence the learning and teaching process and thus, influences students' academic performance. Goal setting may be principals' personal goals as well as corporate goals for the schools. The setting of corporate goals would entail involving the teachers and students and could be long-term or short-term or both.

Government policies may greatly impact academic performance. The launching of free secondary education in 2017 and the adoption of the policy on Universal Access to Basic Education implied that all children enrolled in school and ensured a 100% transition rate. This led to overcrowding and a high teacher-student ratio. Delays in FDSE funds further affected the provision of quality education leading to poor academic performance. The

government realigned by adopting a multi-Agency approach to education, funding schools for infrastructural expansion, and recruiting more teachers through TSC. Furthermore, the TSC policy of five (5) years stays in one station once recruited curbs the problem of teacher shortage caused by unnecessary mobility.

Effective learning for academic performance is the role of an effective teacher. The inculcation of academic knowledge, skills, attitude, and proficiency in teachers equips the teacher with the right knowledge and abilities to make a positive impact on student's life and academic career. This includes the capacity to teach important skills, sets, introduce new concepts, and manage all classroom concerns. In collaboration with the teachers, principals' administrative practices have great influence on students' academic performance.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology followed in conducting this study. Specifically, it outlines the research design; targeted population; Sampling techniques and sample size; research instruments; validity of the research instruments, reliability of research instruments; data collection procedures; data analysis techniques, and ethical considerations.

3.2 Research Design

This study adopted a descriptive research design. This design describes the variables of the study and the relationships that occur naturally between and among them (Sousa *et al.*, 2007). Descriptive research design was appropriate since the study sought to investigate the relationship between principals' involvement in capacity building for teachers; principals' provision of learning resources; principals' instructional supervision and principals' goal setting and students' academic performance.

3.3 Target Population

A targeted population refers to all elements under consideration in any field of inquiry (Kombo & Tromp, 2006). According to data held at Yatta sub-county office (2021) the Sub County had 58 public secondary schools, categorised as 1 boys-only school, 2 girls-only schools, and 55 mixed secondary schools. These schools have 58 principals and 750 teachers making a target population of 838 respondents,

3.4 Sampling Techniques and Sample Size

According to Marczyk et al (2005), a sample refers to a subset of the population the researcher intends to study. Mugenda & Mugenda (2003) noted that a sample size of 10 to 30 percent of the target population is representative of the population in social science studies. Stratified sampling was used to categorize schools into boys' schools, girls' schools, and mixed schools. In Yatta sub-county, there are 2 girls' public schools, 1 boy's secondary school, and 55 mixed secondary schools. The 2 schools that were used in the

pilot study were not included in the sample. The 2 girls-only and 1 boy's schools were purposively included in the study to ensure their participation. Simple random sampling was used to select 30% of the 53 mixed schools. This gave a total of 16 mixed schools plus 2 girls' schools plus 1 boys' school giving a total of 19 sampled schools. All principals of the selected schools were selected purposively to participate in the study. On the other hand, 30% of 750 teachers, that is 228 teachers, were selected proportionately from each of the 19 schools using simple random sampling. Therefore, the total sample comprised of 19 principals, plus 228 teachers making 247 respondents.

3.5 Research Instruments

The data for this study was collected using questionnaires for principals and teachers. Structured questionnaires were used to capture both quantitative and qualitative data from the sample. Two questionnaires, one for principals and one for teachers were used. Both questionnaires comprised six sections, A, B, C, D, E and F. Section A of the principals questionnaire collected data on general information of the principals; section B collected data on the relationship between principals' involvement in capacity-building for teachers and student's academic performance; section C collected data about principals' provision of learning resources on students' academic performance; section D collected data about principals' instructional supervision and students' academic performance; section E collected data about principals' goal-setting and its influence students' academic performance, and section F collected data about principals administrative practices and student's academic performance. Section A of the teachers questionnaire collected data on general information of the teachers; section B collected data on the relationship between principals' involvement in capacity-building for teachers and student's academic performance; section C collected data about principals' provision of learning resources on students' academic performance; section D collected data about principals' instructional supervision and students' academic performance; section E collected data about principals' goal-setting and its influence students' academic performance, and section F collected data about principals' administrative practices and student's academic performance.

Use of questionnaire was preferred because it was easier to administer and cheaper since data would be collected from a large number of people (Yin, 2003). Besides, the questionnaire reduced the chances of biases since it was in paper form. Since the respondents didn't have to write their names, honesty and confidentiality was upheld. A drop-and-pick method was used to administer the questionnaires which were to be collected after three days to give the Principals and Teachers time to fill them in. The questionnaires had both open-ended and close-ended questions to help collect both qualitative and quantitative data.

3.6 Validity of Research Instruments

The Validity of research Instruments refers to the extent to which the instrument reflects the abstract construct being examined (Burns & Grove 2011). The content validity of the study was assessed to make sure the questionnaire is accurate by conducting a pilot study among 5 participants, who included 2 principals and 3 teachers from 2 schools that were randomly selected from among them not sampled for the study. Their responses to the research instruments were analysed with the help of expert judgment and in consultation with my supervisors. Any unclear items were corrected while those that were redundant and not necessary were removed. This ensured that the research instrument was appropriate to obtain the desired results. The participants who were involved in the pilot study were excluded from the main study to eliminate bias. On the other hand, to achieve the external validity of the research instruments, a sample size that was adequate to represent the entire population was used for the study. To enhance face validity, the questionnaire was developed using available literature on the variables of the study.

3.7 Reliability of Research Instruments

Reliability refers to a measure of the extent to which an instrument produces consistent results after repeated trials (Gray & Airasian, 2003). The study adopted a test-retest technique which entailed issuing the same test twice to the same participants at different times to test the consistency of their scores. The 2 sets of data from 1st test were correlated with the results from 2nd test. A r-value of 0.7 and above would mean that the instruments could be used for research.

This pilot study was administered twice to the 2 principals and 3 teachers within intervals of two weeks. The pilot study was important for the study as it helped to uncover any problems that may compromise the research data on a large scale. The pilot study helped to identify such problems and resolve them before engaging in the research. The test assessed consistency of the test scores within the two testing times. This was assessed using test-retest correlation which was used to indicate the stability over time that occurs when similar scores are obtained with repeated tests done on the same group. The researcher used the Pearson product-moment correlation coefficient (r) to calculate the correlation that would help to establish the extent of consistency. The results of the reliability test for the principal and teacher's questionnaires are shown in Table 3.1 and Table 3.2 respectively. The formula used was as shown below;

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

Where N represents the total number of scores

X represents the scores in even number items

Y represents the scores in the odd-numbered items.

The value of (r) determines direction and strength of linear association between the variables under investigation.

To calculate the reliability of the questionnaires, the responses from the pilot study were used. The reliability of the questionnaire was assessed using SPSS. The data collected from the pilot study were imported into SPSS ensuring that the questionnaire items are appropriately coded or labelled. Cronbach's alpha coefficients were generated for all the variables for the two questionnaires. The results are presented in Table 3.1 and 3.2 respectively.

Table 3.1: Reliability of Principal's Questionnaire

Variables	Items	Correlation Coefficient	Remarks
Capacity Building	5	0.701	Reliable
Provision of learning materials	5	0.789	Reliable
Instructional Supervision	7	0.783	Reliable
Goal Setting	5	0.776	Reliable
Academic Performance	4	0.881	Reliable

Table 3.2: Reliability of Teacher's Questionnaires

Variables	Items	Correlation Coefficient	Remarks
Capacity Building	5	0.767	Reliable
Provision of learning materials	5	0.770	Reliable
Instructional Supervision	7	0.746	Reliable
Goal Setting	5	0.863	Reliable
Academic Performance	4	0.894	Reliable

As indicated in Table 3.1 and Table 3.2 above, the instrument was found reliable for use in data collection.

3.8 Data Collecting Procedures

The first step in collecting data was to get an introduction letter from the university. A research permit was obtained from NACOSTI (License no. NACOSTI/P/22/18448) followed by seeking permission from Yatta Sub-County Director of Education (SCDE) and Deputy County Commissioner (DCC). Once permission and permits were granted, an appointment with the Principals' and Teachers' was booked, where an introduction letter from the university was presented to the participant to guarantee that the information, they provide would be used for academic purposes only. The next step was to deliver the questionnaires to be filled. A drop-and-pick method was used where the researcher dropped the questionnaire to the sampled respondent, explained the importance of the study, and a guide on how to fill the questionnaires. The respondents were then given adequate time to complete the questionnaires.

3.9 Data Analysis Techniques

The collected data was assessed to identify any errors during responses. The respective items in the questionnaires were checked for consistency and completeness. The questionnaires were then assigned codes to enable the researcher to minimize errors during data entry and analysis and make it easy to analyze and interpret. SPSS was used to conduct the quantitative analyses. Descriptive statistics such as frequencies, percentages, standard deviation, and mean were used to present quantitative data. Qualitative data was analyzed using content analysis. This entailed translating qualitative data into themes and presenting it in narratives as per study objectives. To examine the influence of principals' involvement in capacity building for teachers; use of learning resources; principals' instructional supervision; and the influence of principals' goal setting on students' academic performance, quantitative data was analyzed through regression and correlation analysis. This was presented using correlation analyses matrix table, summary of correlation analysis table, a table of model summary and summary of degree of association table.

3.10 Ethical Considerations

Ethical consideration was observed throughout the study. Privacy and confidentiality were guaranteed throughout the research process. The information obtained during the research process was not shared with third parties nor used for any other purpose besides this study. Besides, the study was done on an anonymous basis since participants were not required to write-down their names. Informed consent was sought from the relevant authorities, principals, and teachers before embarking on data collection. The participation was purely voluntary and nobody was coerced to participate in the study. A letter of authorisation was obtained from the university and a research permit from NACOSTI before embarking on data collection. Besides, all Information from other authors was appropriately acknowledged through referencing to avoid plagiarism.

CHAPTER FOUR

4.0 RESEARCH RESULTS

4.1 Introduction

This chapter presents the findings of the study. It commences with the questionnaire return rate. This is followed by the demographic characteristics of the Principals' and Teachers' including; age, gender, level of education, duration in the teaching profession and duration of stay in the current schools. This is followed by descriptive statistics on principals' administrative practices and students' academic performance, the variable of the study. Inferential statistics, which include correlation analysis and significance testing regression analysis, model summary analysis, summary of degree of association, are all presented in this chapter.

4.2 Questionnaire Return Rate

The study's sample size was 247 Respondents, which comprised 19 school principals and 228 teachers. Therefore, 247 questionnaires were administered to the sampled Principals and Teachers. Of the total 228 questionnaires administered to teachers, 190 were properly filled and returned representing. Therefore, when 190 is divided by 228 and multiplied by 100 we get 83.3%, which was the teacher's questionnaire return rate. All 19 questionnaires for principals were properly filled and returned representing a 100% return rate. According to Morton *et al* (2012) a 50% return rate is adequate and 60% is a good return rate to generalise a study. To get the response rate for the two questionnaires combined, 190 questionnaires returned by teachers were added to 19 returned by principals. This results to 209 and when divided by the total questionnaires dispatched (247) and then multiplied by 100, we got 84.62%. Therefore, 84.62 % questionnaire return rate in this study was excellent.

4.3 Demographic Characteristics of Principals and Teachers.

The study obtained information on gender, age, level of education and duration of service of both the principals and teachers.

4.3.1 Gender

The study sought to establish the gender of principals and teachers. The results for the gender of both the principals and teachers are presented in Table 4.1 and Table 4.2 respectively.

Table 4.1: Gender of the Principals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	13	68.4	68.4	68.4
	Female	6	31.6	31.6	100.0
	Total	19	100.0	100.0	

The findings presented in Table 4.1 shows that the majority of the principals who participated in the study were male, that is, 13 (68.42%) while females were 6 (31.58%). Although the male principals are more than their female counterparts, the results show that the constitutional two-third rule is evident in public schools in Yatta sub-county.

Table 4.2: Gender of the Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	100	52.6	52.6	52.6
	Female	90	47.4	47.4	100.0
	Total	190	100.0	100.0	

The findings presented in Table 4.2 shows that the majority of teachers who participated in the study were male represented by (100) 52.6 % while female were represented by (90) 47.4%. Similarly, male teachers dominated the public schools in Yatta sub-county but the two-third gender rule is evident in the public school in Yatta sub-county. This presentation in gender was crucial since it took care of the mixed gender of learners in majority of the schools.

4.3.2 Age of participants

The study sought to establish the age of the principals. The discussion of the parameter with respect to the principal's age and teachers' age is as presented in Table 4.3 and Table 4.4. below.

Table 4.3: Age of principals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31-35 years	1	5.3	5.3	5.3
	36-40 years	3	15.8	15.8	21.1
	46-50 years	3	15.8	15.8	36.8
	Over 50 Years	12	63.2	63.2	100.0
	Total	19	100.0	100.0	

The findings presented in Table 4.3 the majority of the principals 12 (63.2%) were aged over 50 years. Principals who were aged between 46-50 years were 3 (15.8%) while those aged between 36-35 years were also 3 (15.8 %). However,1 (5.3%) of principals was aged between 31 and 35 years. This shows that majority of the principals are elderly, an indication that they had accumulated adequate experience in the profession Therefore, they were best suited to respond to the issues of administrative practices being studied.

Table 4.4: Age of teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 24 years	18	9.5	9.5	9.5
	25-30 years	68	35.8	35.8	45.3
	31-35 years	34	17.9	17.9	63.2
	36-40 years	16	8.4	8.4	71.6
	41-45 years	21	11.1	11.1	82.6
	46-50 years	23	12.1	12.1	94.7
	over 51 years	10	5.3	5.3	100.0
	Total	190	100.0	100.0	

As shown in Table 4.3, majority of the teachers (68) 35.8% were aged between 25 and 30 years. The teachers who were aged between 31 and 35 years were (34) 17.9%, those aged between 46 and 45 years were (23) 12.1%, those aged below 24 years were (18) 9.5%, those aged between 36 and 40 years were (16) 8.4% and those aged between 41 and 45 years were (21) 11.1% while those who were over 51 years were (10) 5.3%. The findings show that there are teachers of various age groups but majority of them are the youth.

4.3.3 Highest Level of Education

The study sought to establish the highest level of education for both principals and teachers. Education is a crucial characteristic that might affect an individual's attitudes and way of looking at and understanding any particular social phenomenon. Thus, the response of an individual is likely to be influenced by their education level; hence, the need to know the educational background of the Principals' and Teachers'. The results are presented in Table 4.5 and Table 4.6.

Table 4.5: Highest Level of Education for principals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B-Ed	7	36.8	36.8	36.8
	M.Ed.	7	36.8	36.8	73.7
	PhD	2	10.5	10.5	84.2
	Others (M.A)	3	15.8	15.8	100.0
	Total	19	100.0	100.0	

As shown in Table 4.5, majority of the principals had B.Ed. and M.Ed as their highest level of education where those who had B.Ed. were 36.84% and those who had M.Ed. were also 36.84%. Only 10.53% of the principals who indicated that they had attained a Ph.D. level of education with 15.79% indicated they had others including M.A (Master of Arts). The findings show that all principals have advanced their education, an indication that higher education is an added advantage in the competitive administrative position.

Table 4.6: Highest Academic Qualification for Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B.Ed.	147	77.4	77.4	77.4
	Diploma in Education	17	8.9	8.9	86.3
	M.Ed.	14	7.4	7.4	93.7
	Other	12	6.3	6.3	100.0
	Total	190	100.0	100.0	

As shown in Table 4.6, majority of the teachers had attained a B.Ed. as their highest level of education as shown by (147) 77.4% of the Principals' and Teachers'. This is followed by (17) 8.9% of the teachers who had attained a diploma in education as their highest level of education. Those teachers who have attained M. Ed.as their highest levels of

education were (14)7.4% while the rest (12) 6.3% indicated they had other levels of education. This implies that all the teachers had attained various levels of education. Therefore, they were best placed to be the Principals’ and Teachers’ in the study.

4.3.4 Teaching Experience in Years

The study sought to establish the teaching experience among the principals and teachers. The results are presented in Table 4.7 and Table 4.8 respectively.

Table 4.7: Duration of principals in the teaching profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 10 years	1	5.3	5.3	5.3
	11-15years	4	21.1	21.1	26.3
	16-20 years	1	5.3	5.3	31.6
	Over 20 years	13	68.4	68.4	100.0
	Total	19	100.0	100.0	

As shown in Table 4.7, majority of the principals have been in the teaching profession for over 20 years as shown by 68.4% (13). This is followed by 21.1% (4) of the principals who have been in the profession for duration between 11 and 15 years. Those who have been in the profession between 16 and 20 years were 5.3 % (1) and similarly, those who have been in the profession for less than 10 years were 5.3% (1). The findings show that most of the principals had the requisite expertise to run and manage schools. This in essence implies that, the length of service and experience in the teaching profession are key determinants in the appointment of one into position of a principal.

Table 4.8: Teaching experience of teachers in years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 1 year	21	11.1	11.1	11.1
	2-5 years	72	37.9	37.9	48.9
	6-10 years	33	17.4	17.4	66.3
	11-15 years	17	8.9	8.9	75.3
	16-20 years	23	12.1	12.1	87.4
	over 20 years	24	12.6	12.6	100.0
	Total	190	100.0	100.0	

As shown in Table 4.8, majority of the teachers have been in the profession for a duration of between 2 and 5 years as indicated by (72) 37.8%. The teachers who have been in the profession for duration between 6 and 10 years were (33) 17.4%. Further, (21)11.1% have been in the profession for a duration of less than one year, (24) 12.6% have been in the profession for Over 20 years, (17) 8.9% have been in the profession for a duration between 11 and 15 years while (23) 12.1% have been in the profession for a duration between 16 and 20 years. The findings show that most of the teachers had adequate teaching experience; hence quite knowledgeable on the subject matter under study.

4.3.5 Duration of Principals and Teachers in the Current School

The study also sought to establish the durations the principals and the teachers have been in their respective schools. The results are shown in Table 4.9 and Table 4.10 respectively.

Table 4.9: Duration as principal in the school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	8	42.1	42.1	42.1
	6-10 years	8	42.1	42.1	84.2
	11-15 years	1	5.3	5.3	89.5
	16-20 years	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

As shown in Table 4.9, most of the principals had been in their respective schools between 1 and 10 years. Those who have been in their respective schools between 1 and 5 years were (8) 42.1 %. Similarly, those who have been in their schools for the duration between 6 and 10 years were (8) 42.1%. The principals who have been in their respective schools for duration between 11 and 15 years were 5.3 % and those who have been in their schools for duration between 16 and 20 years were (1) 10.5%. This shows that the principals had spent adequate time in their respective schools. This was important in this study since the focus was the way the principals have managed to work with the teachers to enhance their school's performance.

Table 4.10: Duration as a teacher in the school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	127	66.8	66.8	66.8
	6-10 years	40	21.1	21.1	87.9
	11-15 years	19	10.0	10.0	97.9
	More than 20 years	4	2.1	2.1	100.0
	Total	190	100.0	100.0	

As shown in Table 4.8, the majority of the teachers have been in the profession for duration of between 1 and 5 years as indicated by (147) 66.8%. The teachers who have been in the profession for duration between 6 and 10 years were (40)21.1%. Further, (19) 10% have been in the profession for duration between 11 and 15 years, and (4) 2.1% have been in the profession for Over 20 years. The findings show that most of the teachers had not stayed in their respective schools beyond five years, but the duration is adequate for them to be knowledgeable of the issues being studied.

4.4 Capacity-Building for Teachers and Students' Academic Performance

The first objective of the study was to determine the influence of capacity building for teachers on students' academic performance in public secondary schools in Yatta sub-county, Machakos County, Kenya. Therefore, the researcher sought to assess the principal's involvement in the capacity for teachers' and students' academic performance. This was assessed from the perspective of principals and teachers. The descriptive statistics are presented in Table 4.11 and Table 4.12 respectively.

Table 4.11: Principals’ responses on their involvement in capacity building and student’s academic performance

Statements	Strongly agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
As the school principal, I am involved in building teacher’s skills and knowledge	84.2	15.8	0	0	3.84	0.38
As the school principal, I collaborate with the stakeholders to organize teacher workshops, seminars, and conferences	63.2	36.8	0	0	3.63	0.50
As the school principal, I play my role of mentoring and coaching the teachers to enhance their performance	89.5	10.5	0	0	3.89	0.32
As the school principal, I support the professional development of teaching staff by providing the required resources	84.2	15.8	0	0	3.84	0.38
As the school principal, I am involved in capacity-building programs with teachers to help improve my relationship with them.	78.9	15.8	5.3	0	3.74	0.56
Aggregate					3.79	0.43

The findings in Table 4.8 reveal that, the aggregate mean of the principals’ responses is 3.79 and the aggregate standard deviation is 0.43. The high mean of 3.79 shows that most of the participants strongly agreed with the statement since it is skewed towards 4 on the Likert scale. On the other hand, a low aggregate standard deviation of 0.43 implies that there was a low variation in responses. Specifically, 84.2% of the principals strongly agreed and the rest 15.8% agreed that as the school principal, they are involved in building teachers’ skills and knowledge. The majority of participants at 63.2% strongly agreed and 36.8% agreed that as the school principal, they collaborate with the stakeholders to organize teacher workshops, seminars, and conferences.

Majority of the principals, that is, 89.5% strongly agreed while the rest 10.5% agreed that as the school principal, they play the role of mentoring and coaching the teachers to enhance their performance. Further the majority of the participants, that is, 84.2% strongly agreed while the rest 15.8% agreed that as the school principal, they support the professional development of teaching staff by providing the required resources. Finally, 78.9% strongly agreed and 15.8% agreed that as the school principal, they are involved in capacity-building programs with teachers to help improve my relationship with them. However, 5.3 % of the principals disagreed that they are involved in capacity-building programs with teachers to help improve their relationship with them.

Table 4.12: Teachers’ responses on Principals' involvement in capacity building and student’s academic performance.

Statements	Strongly agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
Our school principal is involved in building our skills and knowledge	42.8	34.2	17.8	5.3	3.05	0.83
Our school principal collaborates with the stakeholders to organize teacher workshops, seminars, and conferences	44.1	38.8	11.2	5.9	3.55	0.77
Our school principal plays his/her role of mentoring and coaching the teachers to enhance their performance	56.6	37.5	3.9	2.0	2.93	0.61
Our school principal supports the professional development of teaching staff by providing the required resources	55.9	38.8	4.0	1.3	3.45	0.60
Our school principal is involved in capacity-building programs with teachers to help improve our relationship.	53.9	38.8	4.6	2.6	3.45	0.63
Aggregate					3.50	0.69

As shown in Table 4.9, the aggregate means for the teachers' responses was 3.50 while the aggregate standard deviation was 0.69. An aggregate mean of 3.50 shows that majority of the teachers agreed with the statements since it is skewed towards agree on the Likert scale. On the other hand, a high standard deviation of 0.69 is an indication that there was high variation in responses.

Specifically, 34.2% agreed and 42.8% strongly agreed that their school principals are involved in building their skills and knowledge. However, 17.8% agreed and 5.3% strongly disagreed that their school principals are involved in building their skills and knowledge. Further, majority (44.1%) of the teachers strongly agreed and 38.8% agreed that their school principal collaborates with the stakeholders to organize teacher workshops, seminars, and conferences. However, 38.8% disagreed and 11.2% strongly disagreed that their school principal collaborates with the stakeholders to organize teacher workshops, seminars, and conferences.

Majority of the teachers agreed that their school principal plays the role of mentoring and coaching the teachers to enhance their performance as indicated by 38.3% who agreed 56.6% who strongly agreed. However, 3.9% disagreed and 1.9 % strongly disagreed that their school principal plays the role of mentoring and coaching the teachers to enhance their performance.

Most of the teachers agreed that their school principal supported the professional development of teaching staff by providing the required resources as demonstrated by 55.9% who strongly agreed and 38.8% who agreed. However, 4.0% disagreed and 3.9 % strongly disagreed that their school principals support the professional development of teaching staff by providing the required resources. Finally, most teachers agreed that their school principals are involved in capacity-building programs with teachers to help improve our relationships as demonstrated by 53.9% who strongly agreed and 38.8 % who agreed. However, 4.6% disagreed and 2.6% strongly disagreed that their school principals are involved in capacity-building programs with teachers to help improve our relationship.

4.4.1 The extent to which principals' involvement in capacity building for teachers influences students' academic performance

The study further sought to establish from the principals and teachers the extent to which the principal's involvement in capacity building for teachers influences students' academic performance. The results are presented in Table 4.13 and Table 4.14 respectively.

Table 4.13: Principals' responses on the extent to which capacity building for teachers influence students' academic performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very great extent	13	68.4	68.4	68.4
	Great extents	6	31.6	31.6	100.0
Total		19	100.0	100.0	

As shown in Table 4.13, the principals' responses indicated that their involvement in capacity building for teachers influences the students' academic performance as demonstrated by majority of the principals. (13) 68.42% of the principals indicated that the influence is to a very great extent, and the rest (6) 31.58% indicated that the influence is to a great extent. This shows that the principals were confident that their involvement in building capacity amongst teachers has helped ensure that the teachers are productive. Similar sentiments were reflected by majority of the teachers as shown in Table 4.14.

Table 4.14: Teachers’ response on the extent to which capacity building for teachers influences students’ academic performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Great extent	76	40	40	40
	Moderate extent	55	28.9	17.4	31.1
	Little Extent	33	17.4	40.0	71.1
	No extent	26	13.7	13.	100.0
	Total	190	100.0	100.0	

The findings in Table 4.14 shows that the majority of the teachers at 40% (76) indicated the influence of principals' involvement in capacity building for teachers on student performance is to a great extent while 28.9% (55) indicated to a moderate extent. However, some teachers were of contrary opinion as shown by 17.7% (33) who indicated the influence was to a little extent and 13.7% (26) who felt that the influence was to no extent. The results show that most of the teachers had different opinions from the principals concerning their involvement in capacity building for teachers and the way it influences students’ academic performance.

4.4.2 Capacity-Building Activities that Principals organise for teachers.

The study sought to establish some of the teachers’ capacity-building activities that are organized by principals in their respective schools. The results show that some of the activities include training of teachers by Kenya National Examination Council (KNEC), workshops, symposiums, benchmarking and conferences.

4.4.3 Principals' and Teachers’ opinions on whether Capacity building activities for teachers help to enhance students’ academic performance.

The study further sought to establish the principals’ opinion on whether the activities carried out by the principals in building capacity for teachers helped to enhance students'

academic performance. The principals' and teachers' were expected to give a YES or NO answer. Their opinions are presented in figure 4.1 and figure 4.2 respectively.

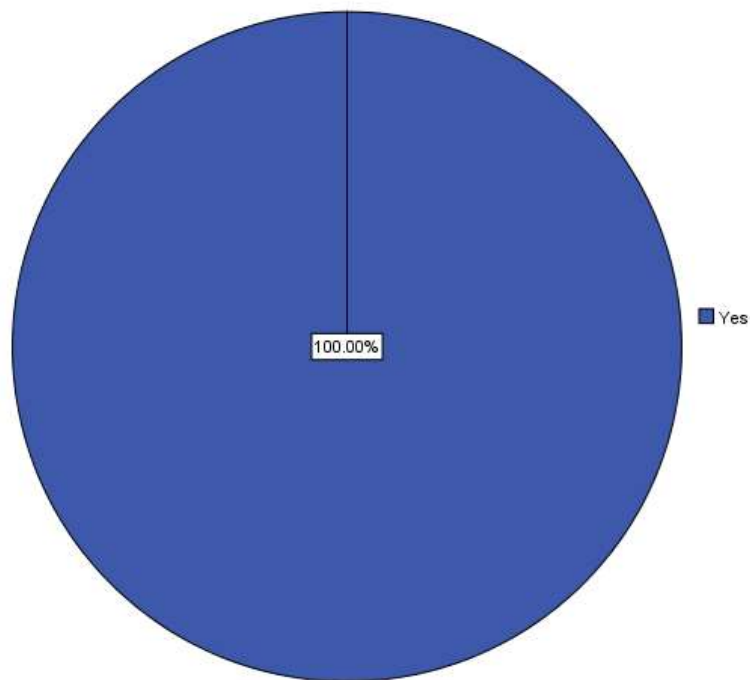


Figure 4. 1: Principals' opinions on whether capacity building activities for teachers help to enhance students' academic performance.

As shown in figure 4.1, the principals believed that the teachers' building capacity activities they organize in their schools enhance students' academic performance as shown by (19) 100% of the principals. The findings further confirmed the principal's confidence in the capacity-building programs.

4.4.4 Principals' explanation of their opinion on whether the activities they organise for their teachers help enhance students' academic performance

Moreover, the principals were required to explain whether the activities they organise for their teachers help enhance students' academic performance. Their responses indicated that the capacity-building programs helped to equip the teachers with skills that positively impact students' academic performance. Some of the principals noted that the programs help teachers to gain skills, and expose them to new knowledge which they use to assist students academically. This impact positively on students' academic performance,

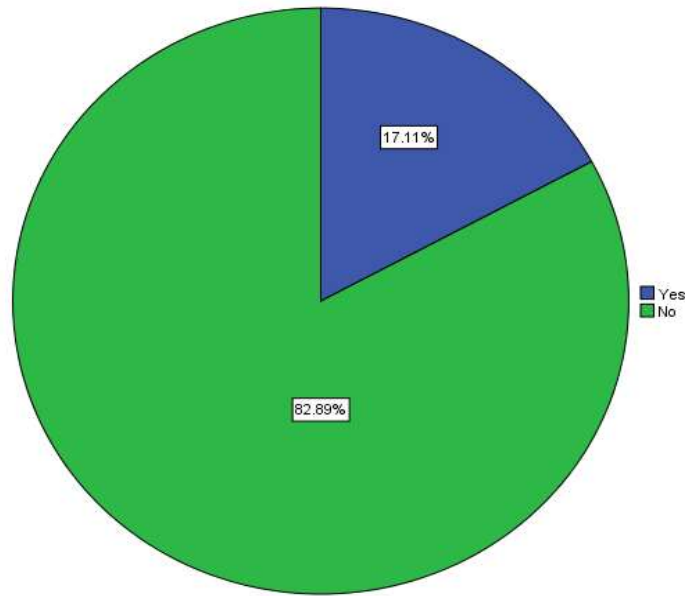


Figure 4.2: Teachers' opinions on whether the Capacity building activities help to enhance students' academic performance.

The findings in Figure 4.2 shows that 82.89% of the teachers were of the opinion that the capacity-building activities organised in their respective schools enhance students' academic performance. However, 17.11% of the teachers were of the contrary opinion to fellow teachers by indicating that the activities do not help to enhance students' academic performance. The findings show that most teachers agree with what the principals indicated about the activities helping to enhance students' academic performance.

The study further required the teachers to explain their answers on the question whether capacity building activities organised by their respective principal's help to enhance students' academic performance. The findings from those teachers who had a contrary opinion indicated that while some of these activities are organised, they are not effective for various reasons. Some of the reasons given by some teachers were that the workshops and seminars are inadequate and not comprehensive. Others argued that as much as they get some knowledge from these activities, it becomes a challenge to implement the same since the principals were not supportive normally arguing that there are no adequate financial resources. It was also reported that training and workshops for the teachers keep the teachers updated on the emerging issues in the teaching profession, but there is much

that needs to be done to enhance the implementation of what is learnt to the benefit of the students. These findings are indications that capacity-building activities are organised for teachers, but implementing the same to enhance the students' academic performance has not been effective either due to lack of principals' support or lack of adequate financial resources.

4.5 Provision of Learning Resources and Students' Academic Performance.

The second objective of the study was to establish the influence of the provision of learning resources on students' academic performance in public secondary schools in Yatta sub-county, Machakos County, Kenya. Therefore, the researcher assessed both the principals and teachers. The results were presented in Table 4.15 and Table 4.16 respectively.

Table 4.15: Principals’ responses on learning resources and student’s academic performance.

Statements	Strongly agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
In my role as the school principal, I ensure that the textbooks are always available in school as well as provide teacher guides	84.2	10.5	0	5.3	3.74	0.73
I always make learning resources such as science lab equipment, chalkboard, maps, posters, pencils, Globes, and notebooks among others available.	84.2	10.5	0	5.3	3.74	0.73
As the school principal, I mentor teachers to use learning aids to enhance teaching and learning.	84.2	15.8	0	0	3.84	0.38
As the school principal, I make sure that resources are acquired and allocated per the school's goals, needs and plans.	94.7	5.3	0	0	3.95	0.23
As the school principal, it's my role to acquire and allocate the necessary instructional materials to supplement teaching and improve students’ learning	89.5	10.5	0	0	3.90	0.32
Aggregate					3.83	0.48

As shown in Table 4.15, the aggregate mean of responses was 3.83 while the aggregate standard deviation was 0.48. The aggregate mean of 3.83 is high and is skewed toward strongly agreed (4) on the Likert scale. This implied that most participants strongly agreed with the statement. On the other hand, a moderate aggregate standard deviation of 0.48 is an indication of a slight variation in responses as shown in table 4.10. In particular, most principals agreed that in their role as the school principal, they ensure

that the textbooks are always available in school as well as provide teacher guides as demonstrated by 84.2% who strongly agreed and 10.5% who agreed. However, 5.3% of the principals strongly disagreed that in their role as the school principal, they ensure that the textbooks are always available in school as well as provide teacher guides.

Similarly, most of the principals agreed that they always make learning resources such as science lab equipment, chalkboard, maps, posters, pencils, Globes, and notebooks among others available as demonstrated by 84.2% who strongly agreed and 10.5% who agreed. However, 5.3% of the principals strongly disagreed that they always make learning resources such as science lab equipment, chalkboard, maps, posters, pencils, Globes, and notebooks among others available.

All principals were in agreement that as the school principal, they mentor teachers to use learning aids to enhance teaching and learning as shown by 84.2% who strongly agreed and 15.8% who agreed. Further, majority of the principals (94.7%) strongly agreed while the rest 5.3% agreed that as the school principal, they make sure that resources are acquired and allocated per the school's goals, needs and plans. Finally, 89.5% strongly agreed while the other 10.5% agreed that as the school principal, it's their role to acquire and allocate the necessary instructional materials to supplement teaching and improve students' learning.

Table 4.16: Teachers’ responses on principals’ provision of learning resources and students’ academic performance

Statements	Strongly agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
The school principal ensures that the textbooks are always available in school as well as provides teacher guides	69.1	23	4.6	3.3	3.29	0.61
The school principal always makes learning resources such as science lab equipment, chalkboard, maps, posters, pencils, Globes, and notebooks among others are available	55.9	39.5	0.9	0.7	3.47	0.59
The school principal mentors teachers to use learning aids to enhance teaching and learning.	59.1	29.0	9.3	2.6	3.51	0.64
The school principal makes sure that resources are acquired and allocated per the school's goals, needs and plans.	65.6	29.5	2.9	2.0	3.56	0.74
The school principal plays the role of acquiring and allocating the necessary instructional materials to supplement teaching and improve students’ learning	60.5	38.8	0.6	0.1	3.56	0.60
Aggregate					3.48	0.66

As shown in Table 4.16, the aggregate mean of the responses was 3.48 while the aggregate standard deviation was 0.66. The high mean of 3.48 shows that most responses were skewed towards agree (3) on the Likert scale. On the other hand, a high aggregate standard deviation of 0.66 showed a high variation in responses as shown in Table 4.16. Specifically, most of the teachers agreed that the school principal ensures that the textbooks are always available in school as well as provides teacher guides as demonstrated by 69.1% who strongly agreed and 23% who strongly agreed. However, 3.3% of the teachers disagreed and 4.6% strongly agreed that the school principal ensures that the textbooks are always available in school as well as provides teacher guides.

Majority of the teachers agreed that the school principal always makes learning resources such as science lab equipment, chalkboard, maps, posters, pencils, Globes, and notebooks among others available as shown by 55.9% who strongly agreed and 39.6% who agreed. On the other hand, 0.9% disagreed and 0.7% strongly disagreed that the school principal always made learning resources such as science lab equipment, chalkboard, maps, posters, pencils, globes, and notebooks among others available.

Similarly, most teachers were in agreement that the school principal mentor teachers to use learning aids to enhance teaching and learning as shown by 59.1% who strongly agreed and 29% who agreed. However, 26% disagreed and 9.3% strongly disagreed that the school principal mentors' teachers to use learning aids to enhance teaching and learning.

Majority of the teachers agreed that the school principal makes sure that resources are acquired and allocated per the school's goals, needs, and plans as demonstrated by 65.% who strongly agreed and 29.5% who agreed. On the other hand, 2.0% strongly disagreed and 2.9% disagreed that the school principal makes sure that resources are acquired and allocated per the school's goals, needs and plans. Finally, 60.5% strongly agreed and 38.8% agreed that the school principal plays the role of acquiring and allocating the necessary instructional materials to supplement teaching and improve students' learning. However, 0.6% disagreed and 0.1% strongly disagreed with the statement that the school principal plays the role of acquiring and allocating the necessary instructional materials to supplement teaching and improve students' learning.

4.5.1 The Extent to which principals' provision of learning resources influences students' academic performance

The study further sought to examine the principals' and teachers' opinions on the extent to which principal's provision of learning resources influences students' performance. The results are presented in Table 4.17 and Table 4.18 respectively.

Table 4.17: Principals’ opinion on the extent to which their provision of learning resources influences students’ performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very great extent	17	89.5	89.5	89.5
	Great extents	2	10.5	10.5	100.0
Total		19	100.0	100.0	

As shown in Table 4.17, majority of the principals (17) 89.5% were of the opinion that the principal's provision of learning resources influences students’ academic performance to a very great extent. However, (2)10.5% of the principals were of the opinion that the principal's provision of learning resources influences performance to a great extent.

Table 4.18: Teachers’ opinion on the extent to which principal’s provision of learning resources influence students’ performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Great extent	75	39.5	39.5	39.5
	Moderate extent	84	44.2	44.2	83.7
	Little Extent	20	10.5	10.5	94.2
	No extent	11	5.8	5.8	100.0
Total		190	100.0	100.0	

On the other hand, the teachers’ opinions varied. Majority of the teachers were of the opinion that the principals’ provision of learning resources influences students’ academic performance to a great extent as shown by (75)39.5% of the teachers. This is followed by (84) 44.2% who were of the opinion that principals’ provision of learning resources influences students’ academic performance to a moderate extent. On the other hand,

(20)10.5% indicate that principals' provision of learning resources influences students' academic performance to a little extent while (11) 5.8% were to no extent.

4.5.2 Principals' and teachers' opinions on whether Provision of Learning Resources Helps to Improve Students' Academic Performance.

The study further sought to establish the opinions held by principals and teachers on whether the provision of learning resources helps to improve students' academic performance. They were expected to give a YES or NO answer. The results are presented in Figure 4.3 and Table 4.19 respectively.

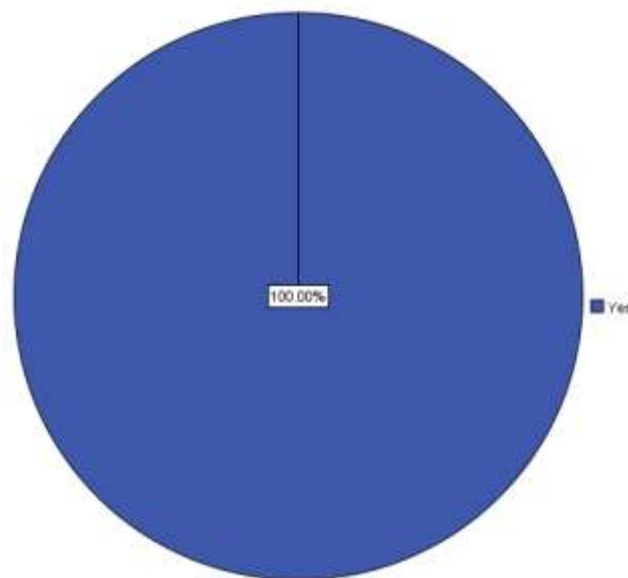


Figure 4.3: Principals' opinion on whether provision of learning resources helps to improve students' academic performance.

As shown in Figure 4.3, all principals were of the opinion that provision of learning resources enhances students' academic performance as shown by 100% of the principals who indicated yes.

Table 4.19: Teachers’ opinion on whether the provision of learning resources helps to improve students' academic performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	123	64.3	64.3	64.3
	No	67	35.7	35.7	100.0
Total		190	100.0	100.0	

From the teacher’s perspective, majority (123) 64.7% of the teachers were of the opinion that principal's provision of learning resources does enhances students' academic performance. However, (67) 35.3% were of the contrary opinion as shown in Table 4.19. The results show that majority believed that the provision of learning resources helps to improve academic performance and others felt otherwise.

4.5.3 Teachers’ Explanation of their opinion on whether principals’ provision of learning resources helps to improve students’ academic performance.

The study required the teachers to explain their answers on whether or not the provision of learning resources helps in improving students’ academic performance. From the findings, some indicated that the learning materials facilitate impartation; hence, enhancing the student’s performance. However, some noted that such materials are either not provided or when provided, they are inadequate which undermines students’ performance. Some of the teachers indicated that text books are a source of information for teaching and learning while other resources supplement and help improve teaching and learning, which is important in enhancing students’ academic performance. The resources motivate and help them to teach effectively. Some of the teachers noted that with adequate resources, good performance is achievable. It makes learning practical. However, in most cases, these resources are inadequate while some are not provided at all which adversely affects students’ academic performance.

4.6 Instructional Supervision and Students' Academic Performance

The third objective of the study was to examine the influence of instructional supervision on students' academic performance in public secondary schools in Yatta sub-county, Machakos County, Kenya. The researcher assessed this from the principals and teachers perspectives and the results are presented in Table 4.20 and Table 4.21 respectively

Table 4.20: Principals' responses on instructional supervision and student's academic performance.

Statements	Strongly agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
As the school principal, I establish a positive relationship with the teachers I supervise and allow them to share about their classroom practices.	68.4	31.6	5.3	0	3.47	0.96
As the school principal, I am familiar with the instructional strategies the teacher plans to use during the lesson.	63.2	31.6	5.3	0	3.58	0.61
As the school principal, I am involved in planning how the teacher plans to address the different learning abilities amongst the students and the classroom management system the teacher will use.	52.6	36.8	10.5	0	3.42	0.69
As the school principal, I often visit classes when teaching is in progress for supervision to observe teaching and learning.	57.9	26.3	10.5	0	3.37	0.90
As the school principal, It's my role to evaluate the teaching methods applied by teachers, to improve results.	78.9	15.8	5.3	0	3.74	0.56
As the school principal, I work with teachers to improve their results and advise them on how they should improve their teaching.	89.5	10.5	0	0	3.90	0.32
As the school principal, I suggest new approaches and teaching methods after supervision.	84.2	15.5	0	0	3.84	0.38
Aggregate					3.62	0.63

As shown in Table 4.20, the aggregate mean of responses was 3.62 while the aggregate standard deviation was 0.63. The high aggregate mean of 3.62 shows that most responses

are skewed towards strongly agree (4) on the Likert scale. On the other hand, an aggregate standard deviation of 0.63 showed a moderate variation in responses. In particular, most of the principals were in agreement that as the school principal, they establish a positive relationship with the teachers they supervise and allow them to share about their classroom practices as demonstrated by 68.4% who strongly agreed and 31.6% who agreed. However, 5.3% disagreed.

Majority of the principals were in agreement that as the school principal, they are familiar with the instructional strategies the teacher plans to use during the lesson as demonstrated by 63.2% who strongly agreed and 31.6% who agreed. However, 5.3 % disagreed. Further, 52.6% of the principals strongly agreed and 36.8% agreed that as the school principal, they are involved in planning how the teacher plans to address the different learning abilities amongst the students and the classroom management system the teacher will use. However, 10.5 % of the principals disagreed.

Most of the principals were in agreement that as school principals, they often visit classes when teaching is in progress for supervision to observe teaching and learning as demonstrated by 57.9% who strongly agreed and 26.3% who agreed. However, 10.5% of the principals disagreed that they often visit classes when teaching is in progress for supervision to observe teaching and learning. Majority of the principles were in agreement that as the school principal, it's their role to evaluate the teaching methods applied by teachers, to improve results as shown by 78.9% who strongly agree and 15.8% who agreed. However, 5.3% disagreed.

Further, all the principals were in agreement that as the school principal, they work with teachers to improve their results and advise them on how they should improve their teaching as demonstrated by 89.5 % who strongly agreed and 10.5% who agreed. Similarly, all principals were in agreement that as the school principal, they suggest new approaches and teaching methods after supervision as demonstrated by 84.2% who strongly agreed and 15.5% who agreed.

Table 4.21: Teachers’ responses on principals’ instructional supervision and student’s academic performance.

Statements	Strongly agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
The school principal establishes a positive relationship with the teachers they supervise and allows us to share about our classroom practices.	62.1	34.7	3.2	0	3.41	0.81
The school principal is familiar with the instructional strategies the teacher plans to use during the lesson.	37.4	60.5	0.5	1.6	3.30	0.84
The school principal is involved in planning how the teachers plan to address the different learning abilities amongst the students and the classroom management system the teacher will use	59	38.4	0.5	2.1	3.41	0.72
The school principal often visits classes when teaching is in progress for supervision to observe teaching and learning.	55.3	37.9	2.1	4.7	3.45	0.62
The school principal has a role to evaluate the teaching methods applied by teachers, to improve results.	58.4	38.4	0	3.2	3.35	0.54
The school principal works with teachers to improve their results and advise them on how they should improve their teaching.	64.2	30	1.6	4.2	3.29	0.67
The school principal suggests new approaches and teaching methods after supervision.	51.6	34.7	10	3.7	3.32	0.70
Aggregate					3.37	0.70

As shown in Table 4.21, the aggregate mean of the responses was 3.37 and the aggregate standard deviation was 0.70. The aggregate mean of 3.37 shows that most of the responses are skewed towards agree (3). On the other hand the high aggregate standard deviation of 0.70 shows that there was a high variation in responses as shown in Table 4.21 above.

Majority of the teachers were in agreement that the school principal establishes a positive relationship with the teachers; they supervise and allow them to share about their classroom practices as demonstrated by 62.1% who strongly agreed and 34.7 % who agreed. However, 3.2 % of the teachers disagreed that the school principal establishes a positive relationship with the teachers they supervise and allows them to share about our classroom practices.

Most of the teachers were in agreement that the school principals are familiar with the instructional strategies the teacher plans to use during the lesson as shown by 60.5% who agreed and 37.4 % who strongly agreed. However, 0.5% disagreed and 2.1% strongly disagreed that the school principals are familiar with the instructional strategies the teacher plans to use during the lesson.

Further, 38.4% of the teachers agreed while 59% strongly agreed that the school principals are involved in planning how the teachers plan to address the different learning abilities amongst the students and the classroom management system the teacher will use. On the other hand, 0.5% disagreed and 2.1% strongly disagreed that the school principals are involved in planning how the teachers plan to address the different learning abilities amongst the students and the classroom management system the teacher will use.

Majority of the teachers were in agreement that the school principal often visits classes when teaching is in progress for supervision to observe teaching and learning as demonstrated by 55.3% who strongly agreed and 37.9% who agreed. On the other hand, 2.1% of the teachers disagreed while the rest 4.7% strongly disagreed that the school principal often visits classes when teaching is in progress for supervision to observe teaching and learning.

Majority of the teachers were in agreement that the school principal has a role to evaluate the teaching methods applied by teachers, to improve results as shown by 58.4 % who strongly agreed and 38.4% who agreed. Only 3.28% of the teachers held a contrary

opinion and disagreed that the school principal has a role to evaluate the teaching methods applied by teachers to improve results.

Further, majority of the teachers (64.2%) strongly agreed and 30% agreed that the school principal works with teachers to improve their results and advise them on how they should improve their teaching. However, 1.6% disagreed and 4.2% strongly disagreed that the school principal works with teachers to improve their results and advise them on how they should improve their teaching. Finally, most of the teachers were in agreement that the school principal suggests new approaches and teaching methods after supervision as demonstrated by 51.6% who strongly agreed and 34.7% who agreed. However, 10% disagreed and 3.7% strongly disagreed that the school principal suggests new approaches and teaching methods after supervision.

4.6.1 The Extent to Which Principals’ Instructional Supervision Influences Students’ Academic Performance

The study also sought to assess the participants’ opinions on the extent to which principals’ instructional supervision influences students’ academic performance. The responses for both principals and teachers are presented in Table 4.22 and Table 4.23 respectively.

Table 4.22: Principals’ responses on the extent to which instructional supervision influence students’ academic performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very great extent	16	84.2	84.2	84.2
	Great extent	2	10.5	10.5	94.7
	Moderate extent	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

As shown in Table 4.22, most of the principals were of the opinion that the principal's instructional supervision influences performance to a very great extent as shown by (16) 84.2%. However, 10.5% were of the opinion that the principal's instructional supervision influences performance to a great extent while 5.3% were of the opinion that the principal's instructional supervision influences performance to a little extent.

Table 4.23: Teachers' responses on the extent to which principal's instructional supervision influences students' academic performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very great extent	68	35.8	35.8	35.8
	Great extent	65	34.2	34.2	70.0
	moderate extent	42	22.1	22.1	92.1
	Little Extent	14	7.4	7.4	99.5
	No extent	1	0.5	0.5	100.0
Total		190	100.0	100.0	

As shown in Table 4.23, most of the teachers (68) 35.8% were of the opinion that principal's instructional supervision influences performance to a very great extent, and (65) 22.1% were of the opinion that principal's instructional supervision influences performance to a great extent. On the other hand, (42) 22.1% were of the opinion that principal's instructional supervision influences performance to a moderate extent, and (14) 7.4% were of the opinion that principal's instructional supervision influences performance to a little extent. However, only (1) 0.5% noted that principal's instructional supervision influences performance to no extent.

4.6.2 Principals' and teachers' Opinions on whether Instructional Supervision Influences Student's Academic Performance.

Further, the researcher sought to establish the principals' and teachers' opinions on whether their instructional supervision influences the student's academic performance.

The Principals' and Teachers' were required to give a YES or NO answer. The results are as presented in Table 4.24 and Table 4.25 respectively.

Table 4.24: Principals' opinion on whether instructional supervision influences student's academic performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	94.7	94.7	94.7
	No	1	5.3	5.3	100.0
Total		19	100.0	100.0	

As shown in Table 4.24, the majority of the principals were of the opinion that the principal's instructional supervision influence performance influences the student's academic performance as represented by (18) 94.74% of the principals who indicated yes. On the other hand, (1) 5.26% indicated No, hence were of the opinion that the principal's instructional supervision does not influence performance influences the student's academic performance.

Table 4.25: Teachers' opinion whether instructional supervision influences students' academic performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	157	82.6	82.6	82.6
	No	33	17.4	17.4	100.0
Total		190	100.0	100.0	

As shown in Table 4.25, majority of the teachers were of the opinion that the principal's instructional supervision influences the student's academic performance as represented by (157) 82.6% of the teachers who indicated yes. On the other hand, 33(17.4 %)

indicated No, hence were of the opinion that the principal's instructional supervision may not influence student's academic performance.

4.6.3 Teachers' Explanation of their opinion on whether Principals' instructional supervision influences students' academic performance

Further, the study required that the teachers give their reason for the answer on the question whether instructional supervision influences the students' academic performance. The findings show that instructional supervision is done in most schools, thus it enhances students' academic performance. Some teachers stressed that approaches to instructional supervision were effective while others noted that meetings are held and corrections are made to the teaching methods, which enhances teachers' effectiveness in imparting knowledge to students thus improving their performance.

Some of the teachers' views implied that there are no recommendations made after the lesson observations for individual teachers. Therefore, supervision did not add up any value to the teachers and ultimately to the students. One of them noted that instructional supervision does not bear many fruits because there is a lack of teamwork and coordination between the principals and teachers. However, the teachers were in agreement that Supervision motivates since when one knows that he or she is being supervised he/she will prepare adequately and deliver as needed. This way, students' academic performance improves.

4.7 Goal Setting and Students' Academic Performance

The fourth objective of the study was to assess the influence of goal setting on students' academic performance in public secondary schools in Yatta sub-county, Machakos County, Kenya. This was assessed from the perspective of both principals and teachers and the results are presented in Table 4.26 and Table 4.27 respectively.

Table 4.26: Principals’ responses on goal setting and students’ academic performance

Statements	Strongly agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
As the school principal, I explain the school's vision and mission to students and teachers.	73.7	15.8	10.5	0	3.63	0.68
As the school principal, I explain school curriculum programmes to teachers.	84.2	15.8	0	0	3.84	0.38
As the school principal, I develop a detailed school work plan in consultation with stakeholders.	84.2	15.8	0	0	3.84	0.38
As the school principal, I conduct school programmes to achieve set goals	89.5	10.5	0	0	3.90	0.32
As the school principal, I involve stakeholders in setting targets and goals for the school.	84.2	15.8	0	0	3.84	0.38
Aggregate					3.81	0.43

As shown in Table 4.26, the aggregate mean of the responses was 3.81 and the aggregate standard deviation was 0.43. The high aggregate mean of 3.81 implies that majority of the responses are skewed towards strongly agree (4) on the Likert scale. On the other hand, the low aggregate standard deviation of 0.43 implies that there is low variation in responses as shown in Table 4.14.

Specifically, majority of the principals were in agreement that as the school principal, they explain the school vision and mission to students and teachers as demonstrated by 73.7% who strongly agreed and 15.8% who agreed. However, 10.5% of the principals disagreed that as the school principal, they explain the school's vision and mission to students and teachers. Further, 84.2% of the principals strongly agreed and the other 15.2% agreed that as the school principal, they explain school curriculum programmes to teachers.

All the principals were in agreement that as the school principal, they develop a detailed school work plan in consultation with stakeholders as shown by 84.2% who strongly agreed and 15.8% who agreed. Further, 89.5% of the principals strongly agreed while the rest 10.5% agreed that as the school principal, they conduct school programmes to achieve set goals. Finally, 84.2% strongly agreed and 15.8% agreed that as the school principal, they involve stakeholders in setting targets and goals for the school.

Table 4.27: Teachers’ Responses on goal setting and students’ academic performance

Statements	Strongly agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
The school principal explains the school's vision and mission to students and teachers.	55.8	37.4	4.7	2.1	3.45	0.62
The school principal explains school curriculum programs to teachers.	57.4	37.8	3.2	1.6	3.43	0.58
The school principal develops a detailed school work plan in consultation with stakeholders.	63.7	33.7	1.6	1.0	3.34	0.53
The school principal conduct school programs to achieve set goals	55.3	38.5	3.8	2.4	3.40	0.57
The school principal involves stakeholders in setting targets and goals for the school.	58.6	30.7	7.6	3.1	3.26	0.52
Aggregate					3.38	0.56

In table 4.27, we can see that the overall mean was 3.38 and the standard deviation was 0.56 among all the responses. With a mean score of only 3.38 on the Likert scale, it's clear that majority of votes were cast in the "agreed" category. From the same Table 4.27, there was considerable variety in answers, as indicated by the large aggregate standard deviation of 0.56. Specifically, 55.8% of teachers strongly agreed and 37.4% agreed that the principal communicates the school's vision and mission to staff and

students. But 4.7% of teachers disagreed, and 2.1% more strongly disagreed that the principal takes time to communicate the school's vision and mission to all stakeholders.

Majority of teachers (57.4%) strongly agreed and 37.8% agreed that principals take time to explain the school's curriculum programs to them. However, 3.2 percent of teachers who disagreed had a contrary opinion on the fact that the principal takes the time to explain the school's curricular programs to them. Similar contrary opinion was held by 3.2 percent of the teachers who strongly disagreed. Most of the teachers agreed with the statement that principals develop a detailed work plan in consultation with the stakeholders. 63.7% strongly agreed and 33.7% agreed with the statement. 1.6% disagreed and 1% strongly disagreed with the statement that principals develop a detailed work plan in consultation with the stakeholders.

In addition, 55.3% of teachers strongly agreed and 38.5% agreed that the principal ensures that school programs are carried out to achieve their intended outcomes. However, 3.8% of teachers disagreed with this statement. A further 2.4% of the teachers strongly disagreed with the statement that their school's principal is effective at leading students to success in standardized tests. Lastly, 58.6% of teachers strongly agreed and 30.7% agreed that the school principal incorporates stakeholders in developing targets and goals for the school. However, 7.6 per cent disagreed and 3.1% strongly disagreed with the statement that the principal actively engages stakeholders when developing academic goals and objectives for the school.

4.7.1 The extent to which Goal-Setting Influences Students' Academic Performance.

The study also sought to assess the principals' and teachers' opinions on the extent to which goal setting influences students' academic performance. The results for both principals and teachers are presented in Table 4.28 and Table 4.29 respectively.

Table 4.28: Principals’ opinion on the extent to which principals’ goal-setting influences students’ academic performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very great extent	17	89.5	89.5	89.5
	Great extent	1	5.3	5.3	94.7
	Moderate extent	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

As shown in Table 4.28, majority of the principals at 89.5% were of the opinion that the principals’ instructional supervision influences the students’ academic performance to a very great extent. However, 5.3% were of the opinion that the principals’ instructional supervision influences the students’ academic performance to a great extent while 5.3% were of the opinion that the principal instructional supervision influences the student’s academic performance to a moderate extent.

Table 4.29: Teachers’ opinion on the extent to which the principals’ goal-setting influences students’ academic performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very great extent	83	43.7	43.7	43.7
	Great extents	31	16.3	16.3	60
	Moderate extent	43	22.6	22.6	82.6
	Little Extent	1	0.5	0.5	83.1
	No extent	32	16.8	16.8	100.0
	Total	190	100.0	100.0	

As shown in Table 4.29, most of the teachers (83) 43.7% were of the opinion that the principal's instructional supervision influences the student's academic performance to a

very great extent. In addition, 43(22.6) % were of the opinion that the principal's instructional supervision influences the students' academic performance to a great extent, (32) 16.8% to a moderate extent, (31) 16.3 % to a very little extend and (1) 0.5% to no extent.

4.7.2 Principals' and Teachers' opinion on whether goal-setting influences students' academic performance.

The researcher also sought to establish the principals' and teachers' opinions on whether goal setting influences the student's academic performance in their respective schools. The Principals' and Teachers' were required to give a YES or a NO answer. The results are presented in Figure 4.4 and Table 4.30 respectively.

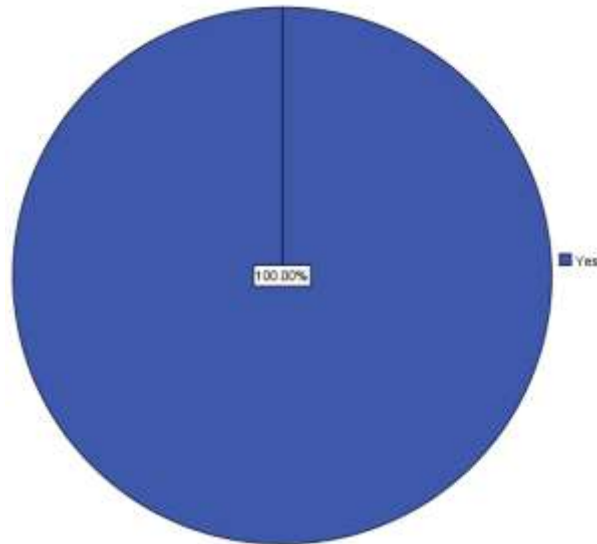


Figure 4.40: Principals' opinion on whether goal-setting influences students' academic performance

As shown in Figure 4.40, all the principals were of the opinion that goal setting influences student's academic performance in their respective schools as shown by 100% of them who indicated yes.

Table 4.30: Teachers’ opinion on whether goal-setting influences students' academic performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	154	81.1	81.1	81.1
	No	36	18.9	18.9	100.0
Total		190	100.0	100.0	

As shown in Table 4.30, majority of the teachers were of the opinion that the principal’s goal setting does not influence students' academic performance as represented by (154) 81.1%. However, 36 (18.9) % were of the contrary opinion.

4.7.3 Teachers’ Explanation of their opinion on goal setting and students’ academic performance.

The study further sought to establish the reason for the principals’ and teachers’ opinions on whether goal-setting influences students' academic performance. The results show that both principals and teachers recognised the importance of goal setting in enhancing student performance. Majority of the teachers argued that goal setting can be an effective way of enhancing students’ academic performance. However, some reported that in their school, all stakeholders were not involved in goal setting, which adversely affected the attainment of goals. One of the teachers argued that goal setting helps to ensure everyone works towards a common goal. For instance, when the goal set is to achieve a certain mean score in the KCSE, every body works towards attaining the same, which ultimately influences the student's academic performance. Another teacher upheld the opinion that goals ensure that there is proper organization hence academic performance is further enhanced.

4.8 Principals’ administrative practices and Students’ Academic Performance

The study also sought to assess the students’ academic performance in relation to the principals’ involvement in capacity building for teachers, provision of learning resources,

instructional supervision, and goal setting from the principals' and teachers' perspectives. The results are presented in Table 4.31 and Table 4.32 respectively.

Table 4.31: Principals' responses on their administrative practices and students' academic performance.

Statements	Strongly agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
The principals' involvement in for capacity building for teachers is very important for students' academic performance	81.2	14.5	2.9	1.4	3.76	0.58
The principals' provision of learning resources is very important for students' academic performance	71	23.2	4.3	1.4	3.64	0.64
The principals' instructional supervision planning is very important for students' academic performance	72.5	24.6	2.9	0	3.70	0.52
The principals' goal-setting is very important for students' academic performance	72.5	23.2	2.9	1.4	3.67	0.61
Aggregate					3.70	0.58

As shown in Table 4.31, the aggregate mean for the responses was 3.70 and the aggregate standard deviation for the responses was 0.58. The high aggregate mean implies that most of the responses were skewed towards strongly agree (4) while the high aggregate standard deviation implies high variation in responses as shown in Table 4.31. Particularly, majority of the principals were in agreement that their involvement in planning for capacity building for teachers has great influence on students' academic performance as shown by 81.2% who strongly agreed and 14.5% who agreed. However, 1.4% strongly disagreed and 2.9% disagreed that the principal's involvement in planning for capacity building for teachers is very important for students' academic performance.

Further, 71% strongly agreed and 23.2% agreed that principals' planning for the provision of learning resources is very important for students' academic performance. On the other hand, 4.3% disagreed and 1.4% strongly disagreed that principals' planning for the provision of learning resources is very important for students' academic performance. Majority of the principals were in agreement that principals' instructional supervision is very important for students' academic performance as shown by 72.5% who strongly agreed and 24.6% who agreed. However, 2.9% disagreed. Finally, majority of the principals were in agreement that principals' goal-setting is very important for students' academic performances represented by 72.5% who strongly agreed and 23.2% who agreed. On the other hand, 2.9% disagreed and 1.4% strongly disagree that the principals' goal-setting is very important for students' academic performance.

Table 4.32: Teachers' responses on principals' administrative practices and students' academic performance.

Statements	Strongly agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
	The principals' involvement in capacity building for teachers is very important for students' academic performance	68.9	26.8	3.2	1.1	3.64
The principals' the provision of learning resources is very important for students' academic performance	64.2	32.6	2.1	1.1	3.6	0.59
The principals' instructional supervision has great influence on students' academic performance	68.9	28.4	2.2	0.5	3.66	0.55
The principals' goal-setting is very important for students' academic performance	59.5	37.4	1.6	1.5	3.55	0.61
Aggregate					3.61	0.59

The average score was 3.61 and the standard deviation was 0.59 as indicated in Table 4.32. As indicated in Table 4.32, there is a wide of range in responses from teachers

despite the fact that the aggregate mean is rather high (3.61), suggesting that most responses were heavily weighted towards the strongly agree (4) option. In particular, 68.9% of teachers strongly agreed and 26.8% agreed that principals' participation in capacity building for teachers is very important for students' academic achievement. Only 3.2 percent of teachers and 1.1 percent think that principals' involvement in teachers' capacity building is not very important for students' academic performance.

Majority of the teachers (64.2%) strongly agreed and (32.6%) agreed that principals' provision of learning materials is crucial to students' academic performance. 2.1% of teachers disagreed and only 1.1% strongly disagreed that principals should plan for the supply of learning tools.

There was a significant split of teachers on whether instructional supervision had a significant impact on students' academic outcomes, with 68.9% strongly agreeing and 28.4% agreeing. But 2.2% of the teachers didn't agree and 0.5% of the teachers were completely against it. As a final point, 59.5% of teachers strongly agreed and 37.4% agreed that principals' goal-setting planning is very important for students' academic performance. While majority responded that principals' goal-setting is crucial to students' academic success, 1.6% disagreed while 1.5% strongly disagreed with the statement.

4.9 Inferential Statistics and Testing of hypothesis.

4.9.1 Correlation Analysis for Principals' administrative practices and students' academic performance.

Pearson's correlation was used to examine the bond between the two sets of data. Each factor's statistics were computed as a single variable consisting of the dependent and independent variables. To establish a degree of confidence of 95%, a Pearson's correlation study was performed. A positive Pearson correlation coefficient indicates a direct or positive association, while a negative one indicates the opposite. Conversely, a negative coefficient indicates a weak or inverse connection. One can classify the strength of a connection as weak (0.29), moderate (0.30-0.49), strong (0.50-0.69), or extremely

strong (0.7+). Tables 4.33 and Table 4.34 below show the adjustment matrix for the principal's survey and the teachers' survey, respectively.

Table 4.33: Correlation analysis Matrix from the principal's perspective

		Academic Performance	Capacity Building	Learning Resources	Instructional Supervision	Goal setting
Academic performance	Pearson Correlation	1	0.687**	0.625	0.636	0.771
	Sig. (2-tailed)		.001	.354	.330	.263
	N	19	19	19	19	19
Capacity Building	Pearson Correlation	.687**	1	.123	.434	.498*
	Sig. (2-tailed)	.001		.617	.063	.030
	N	19	19	19	19	19
Provision of learning resources	Pearson Correlation	0.725	0.723	1	0.650	0.766
	Sig. (2-tailed)	.004	.617		.141	.498
	N	19	19	19	19	19
Instructional Supervision	Pearson Correlation	.836	.734	.750	1	.759**
	Sig. (2-tailed)	.003	.063	.141		.000
	N	19	19	19	19	19
Goal setting	Pearson Correlation	.871	.698*	.766	.759**	0.800
	Sig. (2-tailed)	.003	.030	.498	.000	
	N	19	19	19	19	19

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

As depicted in the correlation matrix, the principals' involvement in capacity building for teachers has a strong positive correlation with students' academic performance ($r=0.687$, $p=0.001$). Besides, the correlation was statistically significant since the P value (0.001) was less than 0.05 (significant level). The results show positive correlation between the principal's provision of learning resources and students' academic performance ($r=0.725$). The correlation was statistically significant since the p-value (0.004) was less than the significant level of 0.05.

The findings further show a strong positive correlation between the principal's instructional supervision and students' academic performance ($r = 0.836$). The correlation was statistically significant since the P value (0.003) was less than the level of significance (0.05). Finally, the findings show that there is a positive correlation between the principal's goal setting and students' academic performance ($r = 0.871$). The correlation was statistically significant since the p-value (0.003) was less than the level of significance (0.05).

Table 4.34: Correlation analysis Matrix from the Teacher’s perspective

		Academic performance	Capacity Building	Provision of learning resources	Instructional Supervision	Goal setting
Academic performance	Pearson Correlation	1	.012	.154*	.190**	.311**
	Sig. (2-tailed)		.874	.034	.009	.000
	N	190	190	190	190	190
Capacity Building	Pearson Correlation	0.828	1	.405**	.524**	.317**
	Sig. (2-tailed)	.004		.000	.000	.000
	N	190	190	190	190	190
Provision of learning resources	Pearson Correlation	0.754	.405**	1	.639**	.479**
	Sig. (2-tailed)	0.034	.000		.000	.000
	N	190	190	190	190	190
Instructional Supervision	Pearson Correlation	0.790	.524**	.639**	1	.634**
	Sig. (2-tailed)	0.009	.000	.000		.000
	N	190	190	190	190	190
Goal setting	Pearson Correlation	0.820	.317**	.479**	.634**	1
	Sig. (2-tailed)	0.000	.000	.000	.000	
	N	190	190	190	190	190

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The results presented in Table 4.34 shows that there is a strong positive correlation between the principals’ involvement in capacity building for teachers and students’ academic performance ($r = 0.828$). The correlation was statistically significant since the p-value of 0.004 was less than the significant level of 0.05.

The results show that there was a strong positive correlation between principals’ provision of learning resources and students’ academic performance ($r = 0.754$). The

correlation is statistically significant since the p-value (0.034) was less than the significant level (0.05).

The findings further show that there is strong positive correlation between the principal’s instructional supervision and students’ academic performance ($r = 0.790$). The correlation was statistically significant since the p-value (0.009) was less than the significant level (0.05). Finally, the results show that there is a positive correlation between the principal’s goal-setting and students’ academic performance ($r = 0.820$). The correlation was statistically significant since the p-value (0.000) was less than the significant level (0.05). A summary of correlation and significance analysis for both Principals and teachers is presented in Table 4.35 below.

Table 4.35: Summary of Correlation and significance Analysis

Independent variable	R Values				Significance levels on dependent variable			
	Principals (r)	Teachers (r)	Total	Mean	Principals	Teachers	Total	Mean
Capacity Building	0.687	0.828	1.515	0.756	0.001	0.004	0.005	0.0025
Provision of learning resources	0.725	0.754	1.479	0.74	0.004	0.034	0.038	0.019
Instructional Supervision	0.836	0.790	1.626	0.813	0.003	0.009	0.012	0.006
Goal setting	0.871	0.820	1.691	0.845	0.003	0.000	0.003	0.0015
Total/Averages	3.119	3.192	6.311	0.7885	0.011	0.047	0.058	0.00725

The results presented in Table 4.35 show that the integrated effect for principals and teachers’ responses on principals’ involvement in capacity building for teachers and students’ academic performance had a strong positive correlation of ($r = 0.756$). The correlation was statistically significant at p-value of (p 0.0025) which was less than the significant level of 0.05. It can be revealed from the analysis that principals’ involvement

in capacity building for teachers had a significant predictive power on the academic performance of students. This therefore means that the students' academic performance is heavily dependent on capacity building teachers in the school.

To accept or uphold the null hypothesis was based on the levels of significance. For instance, the null hypothesis was rejected if the level of significance was found to be greater than 0.05 while the null hypothesis was accepted if the level of significance was less than 0.05. Results in Table 4.35 revealed that there was statistical relationship ($0.0025 < 0.05$) between principals' involvement in capacity building of teachers and students' academic performance. Therefore, the null hypothesis which stated that there is no statistically significant relationship between principals' involvement in capacity building of teachers and students' academic performance in public secondary schools in Yatta Sub-county County was rejected at 0.05 significance level. Therefore, that data reveals that there is statistically significant relationship between principals' involvement in capacity building for teachers and students' academic performance principals in public secondary schools in Yatta sub-County. Based on the findings, a conclusion was made that principals' involvement in capacity building for teachers influences students' academic performance.

From the table 4.35, it is noted that principals' and teachers' responses on principals' involvement in provision of teaching and learning materials had a strong positive correlation of ($r = 0.740$). The correlation was statistically significant at p-value of ($p = 0.019$) which was less than the significant level of 0.05. It can be inferred from the analysis that principals' involvement in provision of teaching and learning materials for their schools had a significant influence on the academic performance of students. This therefore means that the students' academic performance is determined to a greater extent by provision of learning resources.

Based on the levels of significance, this study has revealed that there was statistical relationship ($0.019 < 0.05$) between principals' involvement in provision of learning resources and students' academic performance. The null hypothesis which stated that

there is no statistically significant relationship between principals' involvement in provision of learning resources and students' academic performance in public secondary schools in Yatta Sub-County was rejected at 0.05 level of significance. Therefore, the analysis reveals that there is statistically significant relationship between principals' provision of learning resources and students' academic performance principals in public secondary schools in Yatta sub-County. On the strength of these findings, a conclusion was made that principals' provision of learning resources influences students' academic performance.

Data presented in Table 4.35 reveal that principals' and teachers' responses on principals' involvement in instructional supervision had a strong positive correlation of ($r = 0.813$). The correlation was statistically significant at p-value of ($p = 0.006$) which was less than the significant level of 0.05. It is established from the analysis that principals' involvement in Instructional Supervision had a significant influence on the students' academic performance. This therefore establishes that students' academic performance is determined to a greater extent by principals' involvement in Instructional Supervision.

The levels of significance indicate that there was statistical relationship ($0.006 < 0.05$) between principals' involvement in Instructional Supervision and students' academic performance. The null hypothesis which stated that there is no statistically significant relationship between principals' involvement in Instructional Supervision and students' academic performance in public secondary schools in Yatta Sub-County was rejected at 0.05 level of significance. Therefore, the analysis reveals that there is statistically significant relationship between principals' involvement in Instructional Supervision and students' academic performance in public secondary schools in Yatta sub-County. On the strength of these findings, a conclusion was made that principals' involvement in Instructional Supervision influences students' academic performance.

The analysis in Table 4.35 indicates that the net effect for principals and teachers' responses on principals' involvement in goal setting and students' academic performance had a strong positive correlation of ($r = 0.845$). The correlation was statistically significant

at p-value of (p 0.0015) which was less than the significant level of 0.05. It is revealed from the analysis that principals' involvement in goal setting for their schools had a significant impact on the academic performance of students. This therefore means that goal setting in schools greatly determine students' academic performance.

Based on the levels of significance, the results revealed that there was statistical relationship ($0.0015 < 0.05$) between principals' involvement in goal setting and students' academic performance. The null hypothesis that there is no statistically significant relationship between principals' involvement in goal setting and students' academic performance in public secondary schools in Yatta Sub-County was rejected at 0.05 level of significance. Therefore, that data establishes that there is statistically significant relationship between principals' involvement in goal setting and students' academic performance in public secondary schools in Yatta sub-County. Based on these findings, a conclusion was made that principals' involvement in goal students' influences students' academic performance.

The gross analysis in Table 4.35 reveal that principals' administrative practices had a strong positive correlation of ($r = 0.788$). The correlation was statistically significant at p-value of (p 0.00725) which was less than the significant level of 0.05. It is deduced from the analysis that principals' administrative practices had a significant influence on the academic performance of students.

Based on the level of significance, the results revealed that there was statistical relationship ($0.00725 < 0.05$) between principals' administrative practices and students' academic performance. Therefore, that data establishes that there is statistically significant relationship between principals' administrative practices and students' academic performance in public secondary schools in Yatta sub-County. Based on these findings, a conclusion was made that principals' administrative practices influences students' academic performance in public secondary schools in Yatta Sub-County.

4.9.2 Regression Analysis

A correlation coefficient is a statistical measure of how closely two variables are related to one another. Therefore, regression analysis was done to help establish the nature and strength of the correlation because correlation does not indicate a causal relationship between study variables. The study's dependent and independent variables were each subjected to a series of multiple regression analyses. The purpose of this research was to isolate the independent influence of each independent variable on the dependent variable, rather than assuming general relationship between them. Multiple regression analysis was then applied to each combination of independent and dependent variables. R-squared values indicate that the independent variable has a bigger impact on the dependent variable. The range of r-Square values is 0 to 1, with 1 indicating a perfect match and 0 indicating that no two points are off the line. Table 4.36 displays the results of the analysis for principals, whereas Table 4.37 displays the results for teachers.

4.9.2.1 Model Analysis

Table 4.36: Model Summary (Principals)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.780	0.6084	0.61	1.42621

a. Predictors: (Constant), *Goal Setting, Instructional supervision, Provision of learning materials, capacity Building*

As presented in Table 4.36, the results of the model summary report for principals show that the independent variables (Goal Setting, Instructional supervision, Provision of learning materials, capacity Building) was strongly positive (R= .780) because R square was not equal to zero ($R^2 \neq 0$).but within 0 and 1. Further, an adjusted R square of 0.61 indicates that 61% of the variation in the academic performance of students in public secondary schools in Yatta Sub County could be explained by the principals' administrative practices.

This implies that there are other factors not studied in this study that also influence the academic performance of students which account for the remaining 39%.

Table 4.37: Model Summary (Teachers)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.798 ^a	0.636	0.64	1.93213

a. Predictors: (Constant), *Goal Setting, Instructional supervision, Provision of learning materials, capacity Building*

As shown in Table 4.37, the results of the model summary for teachers revealed that the independent variables (Goal Setting, Instructional supervision, Provision of learning materials, capacity Building) explain 64% of the student's academic performance as indicated by R². This implies that there are other factors not studied in this study that also influence the academic performance of students which account for the remaining 36%.

Table 4.38: Summary of Degree of association between principals' administrative practices and students' academic performance

RESPONDENTS	PREDICTION (%)
Principals	61
Teachers	64
TOTAL	125
AVERAGE	62.5

The Regression results in Table 4.38 above for principals and teachers indicate that the net effect of the independent variable explained 62.5% of the variation in the performance of students in public secondary schools in Yatta Sub-County.

From these findings it is established that principals' administrative practices had great influence, accounting for 62.5% of students' academic performance in Yatta Sub-County which necessitated the need for the study.

CHAPTER FIVE

5.0 DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

5.1 Introduction

This section presents the discussion and the interpretation of the research findings. Thus the results are presented as per the study objectives. Therefore, a discussion and interpretation of the findings on the influence of capacity building for teachers, provision of learning resources, instructional supervision, and goal setting on students' academic performance are presented.

5.2 The Influence of Capacity Building for Teachers on Students' Academic Performance

The first objective of the study was to determine the influence of capacity building for teachers on students' academic performance in public secondary schools in Yatta sub-county, Machakos County, Kenya. The findings of the descriptive statistics revealed that almost all principals were in agreement that they were involved in building teacher's skills and knowledge; collaborating with the stakeholders to organize teacher workshops, seminars, and conferences; playing the role of mentoring and coaching the teachers to enhance their performance; support the professional development of teaching staff by providing the required resources, and are also involved in capacity-building programs with teachers to help improve their relationship with them as shown in Table 4.11. All principals believed that the activities they organise for capacity building help the teachers to enhance students' academic performance as shown in Figure 4.1. The argument was that capacity-building programs help to equip teachers with skills and knowledge that positively impact students' academic performance. This is in support of a study by Çelik and Anderson (2021) who found that there is a positive effect between teachers' capacity building and students' performance.

On the other hand, majority of the teachers were in agreement that principals at their respective school are involved in building their skills and knowledge, they collaborate with the stakeholders to organize teacher workshops, seminars, and conferences; plays their role in mentoring and coaching the teachers to enhance their performance; support

the professional development of teaching staff by providing the required resources, and are involved in capacity-building programs with teachers to help improve the relationship as shown in Table 4.12. The results as reported by most teachers are similar to what the principals indicated about the activities helping to enhance students' academic performance. Some teachers argued that while some of these activities for capacity building are organised, they are not effective. This is because they are either inadequate or are not effectively implemented due to inadequate financial resources. This implies that the implementation of the capacity-building programme if well-coordinated by all stakeholders would greatly impact on academic performance of students.

The findings show that the principals believe that they have played their parts effectively in building teachers' skills and knowledge, organising capacity-building activities such as seminars, workshops, and conferences as well as offering to coach and mentor as shown in Table 4.13. However, while majority of teachers confirmed the principal's sentiments, a small proportion felt that the principals needed to do more to enhance capacity building for teachers as shown in Table 4.14. Therefore, the principals noted that their involvement in capacity building for teachers influences students' academic performance as shown in Table 4.13. Similarly, most of the teachers held a similar view that capacity building for teachers greatly influence students' academic performance as shown in Table 4.14.

The findings of the correlation analysis from the principal's perspective revealed a positive and significant correlation between the principal's involvement in capacity building for teachers and students' academic performance ($r = 0.687$, $p = 0.001$) as shown in Table 4.33. This implies that an increase in the principal's involvement in capacity building for teachers leads to an increase in students' academic performance. From teacher's perspective presented in Table 4.34 the analysis shows that there is a strong positive correlation between the principal's involvement in capacity building for teachers and students' academic performance ($r = 0.828$). The correlation was statistically significant since the p-value of 0.004 was less than the significant level of 0.05.

Both Principals' and teachers' perspectives revealed that there was statistical relationship ($r = 0.740$) significant at ($0.019 < 0.05$) between principals' involvement in teachers' capacity building and students' academic performance ($r = 0.756$) significant at ($p = 0.0025$). The analysis revealed that there is statistically significant relationship between principals' involvement in teachers' capacity building and students' academic performance in public secondary schools in Yatta sub-County.

The findings of the study agreed with the findings of studies done by Çelik and Anderson (2021), Adebayo and Sagaya (2016), Kilonzo, Mulwa, and Kasivu (2020), Jepketer et al 2025, as well as Kombo and Kyalo (2015) that found that there is a positive and significant correlation between teachers' capacity building and student's academic performance. The findings as reported by the teachers confirm these empirical studies as it revealed that there is a positive and significant correlation between the principal's involvement in capacity building for teachers and students' academic performance ($r = 0.828$ $p = 0.004$) as shown in Table 4.34. This implies that a unit increase in the principal's involvement in capacity building for teachers will cause enhancement in students' academic performance. Teachers noted that capacity-building activities greatly enhance students' academic performance. For capacity building to enhance student's performance, the activities need to be adequate and effectively implemented to have a significant influence on students' academic performance.

5.3 The Influence of Provision of Learning Resources on Students' Academic Performance.

The second objective of the study was to establish the influence of the provision of learning resources on students' academic performance in public secondary schools in Yatta sub-county, Machakos County, Kenya. The results of the descriptive statistics from the perspective of the principals revealed that they ensure that the textbooks are always available in school as well as provide teacher guides, they always make learning resources such as science lab equipment, chalkboard, maps, posters, pencils, globes, and notebooks among others available, they mentor teachers to use learning aids to enhance teaching and learning; they make sure that resources are acquired and allocated per the

school's goals, needs and plans, and it's their role to acquire and allocate the necessary instructional materials to supplement teaching and improve students' learning as shown in Table 4.14. This shows that principals have provided learning resources that are physical, financial, and human.

However, teachers had mixed opinions. Majority of the teachers were in agreement that the school principal ensures that the textbooks are always available in school as well as provides teacher guides; they always make learning resources such as science lab equipment, chalkboard, maps, posters, pencils, globes, and notebooks among others are available they mentor teachers to use learning aids to enhance teaching and learning, they make sure that resources are acquired and allocated per the school's goals, needs and plans, and they play the role of acquiring and allocating the necessary instructional materials to supplement teaching and improve students' learning as shown in Table 4.15.

Principals and teachers held similar views concerning the way principals' provision of learning resources influences student performance. Most principals noted that provision of learning resources influences students' performance to a very great extent as shown in Table 4.17. Most teachers held a similar view that principals' provision of learning resources influences students' performance to a great extent as shown in Table 4.18. Principals' responses indicated that provision of learning resources helps to improve students' academic performance. On the other hand, teachers had a similar opinion on provision of learning resources and students' academic performance as shown in Figure 4.3 and Table 4.19. Those who agreed that the use of learning materials influences students' academic performance argued that the learning materials facilitate impartation and; hence, enhance the students' academic performance. This is in line with a study by Bušljeta (2013) who established that learning resources help teachers to effectively impart knowledge and skills to students thus enhancing their academic performance. However, some noted that such materials are either not provided or when provided, they are inadequate which undermines students' performance. This agrees with a study done by Okongo, Ngao, Rop, and Nyongesa (2015) who established that there was inadequate

teaching and learning resources at preschool centres in Nyamira North Subcounty thus undermining performance.

The results of correlation analysis from the principals' perspective revealed that there is a positive correlation between the principals' provision of learning resources and students' academic performance ($r = 0.725$, $p = 0.004$) as shown in Table 4.33. This implies that the correlation is positive and statistically significant. From the teachers' perspective the study found out that there was a strong positive correlation between principals' provision of learning resources and students' academic performance ($r = 0.754$). The correlation is statistically significant since the p-value (0.034) was less than the significant level (0.05).

Both Principals' and teachers' perspective revealed that there was statistical relationship ($r = 0.740$) significant at ($0.019 < 0.05$) between principals' involvement in provision of teaching and learning materials and students' academic performance. The analysis reveals that there is statistically significant relationship between principals' involvement in provision of teaching and learning materials and students' academic performance in public secondary schools in Yatta sub-County.

The results imply that an increase in the provision of learning resources will lead to a significant increase in the student's academic performance. The findings of this study agree with studies done by Mutiso, Kirimi, and Itegi (2020) and Yara and Otieno (2010) who established that provision of learning and teaching resources has a significant effect on students' academic performance. This means that provision of learning materials significantly influences students' academic performance if the materials are provided on time and in the right quantity.

5.4 The Influence of Instructional Supervision on Students' Academic Performance

The third objective of the study was to examine the influence of instructional supervision on students' academic performance in public secondary schools in Yatta sub-county, Machakos County, Kenya. The results of the descriptive statistics revealed that, as far as the principals are concerned, they establish a positive relationship with the teachers, they

supervise and allow them to share about their classroom practices, they are familiar with the instructional strategies the teacher plans to use during the lesson, they are involved in planning how the teacher plans to address the different learning abilities amongst the students and the classroom management system the teacher will use, they often visit classes when teaching is in progress for supervision to observe teaching and learning, It's their role to evaluate the teaching methods applied by teachers, to improve results, they work with teachers to improve their results and advise them on how they should improve their teaching, and that they suggest new approaches and teaching methods after supervision as shown in Table 4.20.

As far as the principals are concerned, they have been doing instructional supervision such as Checking students' academic records; Classroom visitation, and involvement in classroom teaching. Therefore, as shown in Table 4.22, the principals believed that their instructional supervision influences students' academic performance to a very great extends and great extent. Consequently, the principals were confident that their instructional supervision influences the student's academic performance as shown in Table 4.24. The principals argued that instructional supervision enhances the teacher's effectiveness in imparting knowledge to students thus improving their performance. These results agreed with the findings of a study done by Alkedem (2013) who established that instructional supervision improves learning and teaching as well as providing an atmosphere conducive to learning and teaching thus enhancing students' academic performance.

On the other hand, responses from the teachers' data indicated that principals conduct instructional supervision. Majority of the teachers were in agreement that the school principals establishes positive relationship with the teachers, they supervise and allows them to share about their classroom practices, they are familiar with the instructional strategies the teacher plans to use during the lesson, they are involved in planning how the teachers plan to address the different learning abilities amongst the students and the classroom management system the teacher use. The teachers further observe that the principal often visits classes when teaching is in progress for supervision to observe

teaching and learning, the principals have a role to evaluate the teaching methods applied by teachers to improve results, the school principal works with teachers to improve their results and advise them on how they should improve their teaching, and that they suggest new approaches and teaching methods after supervision as shown in Table 4.21.

Majority of the teachers noted that principals' instructional supervision influences students' academic performance to a great extent as shown in Table 4.23. In addition, majority of the teachers noted that instructional supervision has great influence on students' academic performance as shown in Table 4.25. However, some teachers went on to argue that although instructional supervision is done, in some cases the strategies applied are not effective enough to enhance students' academic performance. These findings agreed with a study done by Rahabav (2016) who also found that academic supervision has not been effectively done thus adversely affecting students' academic performance.

The correlation analysis of the principal's data revealed that there is a positive but significant correlation between the principals' instructional supervision and students' academic performance ($r = 0.836$ $p = 0.003$) as shown in Table 4.33. The correlation analysis of the teachers' data confirms the findings by revealing that there is a strong correlation between the principal's instructional supervision and students' academic performance ($r = 0.790$, $p = 0.009$) as shown in Table 4.34.

From the study it was noted that integrated perspective of the principals' and teachers' responses on instructional supervision and students' academic performance had a strong positive correlation of ($r = 0.813$). The correlation was statistically significant at p-value of ($p = 0.006$) which was less than the significant level of 0.05. This shows that principal's instructional supervision had a significant influence on the academic performance of students. Therefore, the analysis reveals that there is statistically significant relationship between principal's instructional supervision and students' academic performance principals in public secondary schools in Yatta sub-County.

This implies that an increase in principals' instructional supervision would cause a significant influence on students' academic performance. These findings agree with previous studies by Jeffrey et al (2016) Ankoma-Sey and Maina (2016), Iroegbu and Etudor-Eyo (2016), Ngui (2018), and Ndambuki et al. (2020) who all found a positive correlation between instructional supervision and students' academic performance. This means that an increase in the principals' instructional supervision leads to a significant increase in students' academic performance and vice versa. This means that the presence of instructional supervision implies that there is improvement in academic performance. However, if the strategies adopted for implementation are inefficient it may cause a significant decline in students' academic performance.

5.5 The Influence of Goal Setting on Students' Academic Performance

Students' academic achievement in public secondary schools in Yatta sub-county of Machakos County, Kenya was evaluated as the study's fourth objective. Table 4.26 displays descriptive statistics about principals, which show that nearly all principals agree that they inform students and staff of the school's vision and mission, that they inform staff of the school's curriculum programs, that they develop a detailed school work plan in consultation with stakeholders, that they conduct school programs to achieve set goals, and that they involve stakeholders in setting targets and goals for the school. In summary, the findings indicate that the principal actively involves the stakeholders in establishing learning objectives.

According to Table 4.26, principals agreed that creating academic goals for their pupils has a significant impact on those students' final grades. Because of the evidence in Figure 4.4, the school's administration is convinced that setting goals influences students' academic performance. The proponents of goal setting argue that it encourages cooperative effort. The data collected from the teachers and presented on Table 4.27 is in support of the statement by principals. Most teachers agreed as shown in 4.27, that their principals communicate the school's vision and mission to students and staff, provide teachers with an explanation of the curriculum programs offered by the school, create a detailed school work plan in consultation with stakeholders, implement the school's

programs to achieve the goals they have set for themselves, and invite stakeholders to participate in the process of establishing those goals. Therefore, as can be seen in Table 4.29, the vast majority of teachers believe that the principal's goal-setting has effect to a great extent on students' academic performance. In Table 4.30, we can see that, majority of teachers believe goal setting has great influence on their student's academic performance. Those teachers who held a contrary opinion advanced claims that while goal setting is practiced in their schools, not all stakeholders are involved in the process, which may have a negative impact on the goals' attainment hence negatively influencing students' academic performance.

The correlation analysis of the principal's data revealed that there is a positive but significant correlation between the principal's instructional supervision and students' academic performance ($r = 0.871$ $p = 0.003$) as shown in Table 4.34. The correlation analysis of the teachers' data confirms the findings by revealing that there is a strong correlation between the principal's instructional supervision and students' academic performance ($r = 0.820$, $p = 0.000$).

The study diverged that combined perspective of the principals and teachers' responses on principals' involvement in goal setting had a strong positive correlation of ($r = 0.845$). The correlation was statistically significant at p-value of ($p = 0.0015$) which was less than the significant level of 0.05. This shows that principals' involvement in goal setting had a significant influence on the academic performance of students. Therefore, the analysis reveals that there is statistically significant relationship between goal setting and students' academic performance principals in public secondary schools in Yatta sub-County.

That means setting goals would lead to incremental gains in students' academic performance. This indicates that if school principals involved all stakeholders in setting goals for their student's academic progress, it would have a dramatic effect on those students' grades. The findings of this study clearly agree with findings of previous independent studies by Ronnie (2016), Kristin (2012), Abe et al. (2014) and Kirui (2012)

who reported a positive and substantial association between a principal's goal setting and student academic performance. This study revealed that principals' administrative practices had a strong positive correlation of ($r = 0.788$). The correlation was statistically significant at p-value of ($p = 0.00725$) which was less than the significant level of 0.05. It is deduced from the analysis that principals' administrative practices had a significant influence on the academic performance of students. Therefore, that data establishes that there is statistically significant relationship between principals' administrative practices and students' academic performance in public secondary schools in Yatta sub-County. Based on these findings, a conclusion was made that principals' administrative practices influences students' academic performance in public secondary schools in Yatta Subcounty. This finding agrees with previous studies by Dangara (2016), Okongo (2015) and Sitati et al (2017) who in their independent studies established that there existed a positive correlation between administrative practices and students' academic performance.

5.6 The Influence of Principals' administrative practices on students' academic performance

The results in Table 4.38 on Summary of the degree of association for principals and teachers indicate that the net effect of the independent variable explained 62.5% of the variation in the performance of students in public secondary schools in Yatta Sub County. From these findings it is established that principals' administrative practices had great impact accounting for 62.5% of students' academic performance in Yatta Sub County which necessitated the need for the study. These findings were similar to other previous findings in studies by Iroegbu and Etudor-Eyo (2016), Ngui (2018) and Ndambuki et al (2020) who established that there existed a positive correlation between principals' administrative practices students' academic performance.

CHAPTER SIX

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

The study's findings, reported in Chapter 4, form the basis for the conclusions and the overall conclusion presented in this final chapter. This is followed by recommendations based on findings of the study. Finally, the author provides some ideas under recommendations for further research.

6.1.1 The Influence of Capacity Building for Teachers on Students' Academic Performance

The first objective of this research was to determine the influence of Capacity Building for Teachers on student academic performance in public secondary schools in Yatta sub-county of Machakos County, Kenya. According to the data, school performance in academics is directly related to the principal's efforts to enhance teachers' professional skills. Data revealed that there is statistically significant relationship between principals' involvement in capacity building for teachers and students' academic performance principals in public secondary schools in Yatta sub-County. Based on the findings, a conclusion was made that principals' involvement in capacity building for teachers influence students' academic performance.

6.1.2 The Influence of the Provision of Learning Resources on Students' Academic Performance

The study's second objective was to determine the influence of principals' provision of learning resources on students' academic performance in public secondary school pupils in Yatta sub-county of Machakos County, Kenya. The study revealed that there is statistically significant relationship between principals' involvement in provision of teaching and learning materials and students' academic performance principals in public secondary schools in Yatta sub-County. On the strength of these findings, the study concluded that principals' provision of teaching and learning resources influences students' academic performance.

6.1.3 The Influence of Instructional Supervision on Students' Academic Performance

The third purpose of the research was to determine if there is a correlation between instructional supervision and students' academic performance in public secondary schools in Yatta sub-county of Machakos County, Kenya. The study concludes that there is statistically significant relationship between principals' involvement in Instructional Supervision and students' academic performance in public secondary schools in Yatta sub-County. On the strength of these findings, the study concluded that principals' involvement in Instructional Supervision influences students' academic performance.

6.1.4 The Influence of Goal Setting on Students' Academic Performance

The study's fourth purpose was to determine the influence of goal setting on students' academic performance in public secondary schools in Yatta sub-county of Machakos County, Kenya. The study established that there is statistically significant relationship between principals' involvement in goal setting and students' academic performance in public secondary schools in Yatta sub-County. Based on these findings, a conclusion was made that principals' involvement in goal setting influence students' academic performance in Yatta Sub County, Machakos County, Kenya.

6.1.5 Overall conclusion

The results of the study established that there is statistically significant relationship between principals' administrative practices and students' academic performance. The study also established that principals' administrative practices had great association with students' academic performance. In view of all the above, the study concluded that principals' administrative practices namely capacity building of teachers, provision of learning materials, principals' instructional supervision, and goal setting greatly influence students' academic performance in public secondary schools in Yatta Sub-County, Machakos County Kenya.

6.2 Recommendations

The study made the following recommendations in line with the research objectives.

On the influence of capacity building for teachers on student's academic performance, the study recommends that;

- i. All principals working in public secondary schools should enhance capacity building for teachers to ensure that they are always motivated which in turn help to improve the student's academic performance.
- ii. The Ministry of Education should enact a policy that may make capacity building for teachers to be a requirement in all public schools.
- iii. Principals should involve the teachers in planning capacity-building programmes.

On objective two; the influence of the provision of learning resources on students' academic performance, the study recommends as follows;

- i. The government through the Ministry of Education should ensure that there is adequate and timely allocation and disbursement of learning resources.
- ii. Timely allocation of resources to school will ensure that the principal provides the requisite learning and teaching resources on time which will help to enhance the student's academic performance.

On objective three; the influence of instructional supervision on students' academic performance, the study recommends as follows;

- i. The principals in public secondary schools should enhance instructional supervision by always being actively involved in the day-to-day learning of the institutions and engaging the teacher in planning for the supervision. This will ensure that the right thing is being done at the right time which in turn will help to enhance students' performance.

On objective four; the influence of goal setting on students' academic performance, the study recommends that;

- i. Principals should not only set goals to be achieved in their respective schools but this should be done in collaboration with teachers and students so that all work towards achieving the same agreed-on goals.
- ii. Principals should ensure that once the goals are set, they are all achieved. This can be done through regular monitoring and evaluation to ensure the stakeholders are working towards achieving the set goals.

6.2.1 Recommendation for further research.

This study was conducted in public schools in Yatta sub-county in Machakos County. Therefore, it is suggested that further studies should be done focusing on other sub-counties in Machakos counties and the other 46 counties in Kenya. This will help to compare the results from schools in different parts of the country and establish if the findings are specific to the schools in Yatta sub-county in Machakos County or throughout the country.

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APPENDICES

Appendix 1: Questionnaire for School Principals

The purpose of this questionnaire is to collect data for a study on the “principals’ educational operational planning strategies influencing students’ academic performance in public secondary schools in Yatta Sub-County, Machakos County, Kenya.” Kindly be as objective as much as possible when answering the question by ticking appropriately.

SECTION A: Demographic Information

Kindly respond to the questions by ticking (✓) the appropriate box.

1. Please indicate your gender. Male [] Female []
2. What is the range of your age?
Age 30 years and below [] 31-35 years [] 36-40 years []
41-45yrs [] 46-50 yrs. [] Over 50 years []
3. What is your highest education level?
B.Ed. [] M.Ed. [] Ph.D. [] Other []
4. How many years have you been in the teaching profession?
Below 10 years [] 11-15 years [] 16-20 years [] Over 20 years []
5. How long have you been principal in this school?
1-5 years [] 6-10 years [] 11-15 years []
16-20 years [] More than 20 years []

SECTION B: Principals’ Involvement in Capacity-Building for Teachers and Students’ Academic Performance.

This section presents Statements about the principals’ involvement in planning for capacity building for teachers and KCSE performance. Please tick appropriately based on your agreement or otherwise.

SA= Strongly Agree (4) A= Agree (3) D=Disagree (2) SD = Strongly Disagree (1).

	Statements	4	3	2	1
	As the school principal, I am involved in building teacher’s skills and knowledge				
	As the school principal, I collaborate with the stakeholders to organize teacher’s workshops, seminars, and conferences				
	As the school principal, I play my role of mentoring and coaching the teachers to enhance their performance				
	As the school principal, I support the professional development of teaching staff by providing the required resources				
	As the school principal, I am involved in capacity-building programs with teachers to help improve my relationship with them.				

11. To what extent do you think principals’ involvement in planning for capacity building for teachers influences students’ academic performance?

Very great extent [] Great extents [] moderate extent []

Little Extent [] No extent []

12. What are some of the teacher’s capacity building activities do you organize for the teachers?.....

.....

13. Do you think the activities above help the teachers to enhance students’ academic performance? Yes [] NO []

14. Please explain your answer to question 13 above.....

.....

SECTION C: Principals’ Provision of Learning Resources on Students’ Academic Performance

This Section presents Statements about the principals’ provision of learning resources and KCSE performance. Please tick appropriately based on your agreement or otherwise.

SA= Strongly Agree (4) A= Agree (3) D=Disagree (2) SD = Strongly Disagree (1).

	Statements	4	3	2	1
	In my role as the school principal, I ensure that the textbooks are always available in school as well as provide teacher guides				
	I always make learning resources such as science lab equipment, chalkboard, maps, posters, pencils, Globes, and notebooks among others.				
	As the school principal, I mentor teachers to use learning aids to enhance teaching and learning.				
	As the school principal, I make sure that resources are acquired and allocated per the school's goals, needs and plans.				
	As the school principal, it's my role to acquire and allocate the necessary instructional materials to supplement teaching improve students’ learning				

20. To what extent do you think that principals’ provision of learning resources influences students’ performance?

Very great extent [] Great extents [] moderate extent []

Little Extent [] No extent []

21. Do you think the provision of learning resources helps to improve students' academic performance? Yes [] No []

22. Please explain your answer to question 21 above.....

.....

SECTION D: Principals’ Instructional Supervision and Students’ Academic Performance

This Section presents Statements about the principals’ instructional supervision and KCSE performance. Please tick appropriately based on your agreement or otherwise.

SA= Strongly Agree (4) A= Agree (3) D=Disagree (2) SD = Strongly Disagree (1).

	Statements	4	3	2	1
	As the school principal, I establish a positive relationship with the teachers I supervise and allow them to share about their classroom practices.				
	As the school principal, I am familiar with the instructional strategies the teacher plans to use during the lesson.				
	As the school principal, I am involved in planning how the teacher plans to address the different learning abilities amongst the students and the classroom management system the teacher will use.				
	As the school principal, I often visit classes when teaching is in progress for supervision to observe teaching and learning.				
	As the school principal, It’s my role to evaluate the teaching methods applied by teachers, to improve results.				
	As the school principal, I work with teachers to improve their results and advise them on how they should improve their teaching.				
	As the school principal, I suggest new approaches and teaching methods after supervision.				

30. Please indicate the extent to which the principal’s instructional supervision influences students’ academic performance.

Very great extent [] Great extents [] moderate extent []

Little Extent [] No extent []

31. Do you think your instructional supervision influences the student's academic performance? Yes [] No []

32. Please explain your answer to question 30 above.....

.....

SECTION E: Principals’ Goal-Setting and Students’ Academic Performance

This section presents Statements about the principals’ goal-setting and KCSE performance. Please tick appropriately based on your agreement or otherwise.

SA= Strongly Agree (4) A= Agree (3) D=Disagree (2) SD = Strongly Disagree (1).

Statements	4	3	2	1
As the school principal, I explain the school vision and mission to students and teachers.				
As the school principal, I explain school curriculum programmes to teachers.				
As the school principal, I develop a detailed school work plan in consultation with stakeholders.				
As the school principal, I conduct school programmes to achieve set goals				
As the school principal, I involve stakeholders in setting targets and goals for the school.				

38. Please indicate the extent to which the principal’s goal-setting influences students’ academic performance.

Very great extent [] Great extents [] moderate extent []

Little Extent [] No extent []

39. Do you think goal-setting influences students' academic performance in your school? Yes [] No []

40. Please explain your answer to question 378 above.....

.....

SECTION F: principals' administrative practices and Students' Academic Performance

Kindly indicate your agreement or otherwise to the statements on students' academic performance by ticking appropriately.

	Statements	4	3	2	1
	The principals' involvement in capacity building for teachers is very important for students' academic performance				
	The principals' provision of learning resources is very important for students' academic performance				
	The principals' instructional supervision is very important for students' academic performance				
	The principals' goal-setting is very important for students' academic performance				

Appendix 2: Questionnaire for School Teachers

The purpose of this questionnaire is to collect data for a study on the “**Principals’ Educational Operational Planning Strategies Influencing Students’ Academic Performance in Public Secondary Schools in Yatta Sub County, Machakos County, Kenya.**” Kindly be as objective as much as possible when answering the question by ticking appropriately. **Kindly respond to the questions by ticking (√) the appropriate box.**

SECTION A: Demographic Information

1. What is your Gender? Male Female
2. Please indicate your Age bracket.
Below 24 years 25-30 years 31-35 years 36-40 years
41-45 years 46-50 years over 51 years
3. What is your highest academic qualification?
B. Ed Diploma in Education M.Ed. Ph.D. Other
4. Kindly indicate your teaching experience in years
Below 1 year 2-5 years 6-10 years
11-15 years 16-20 years over 20 years
5. How long have you been a teacher in this school?
1-5 years 6-10 years 11-15 years
16-20 years More than 20 years

SECTION B: Principals’ Involvement in Capacity-Building for Teachers and Students’ Academic Performance.

This section presents Statements about the principals’ involvement capacity building for teachers and KCSE performance. Please tick appropriately based on your agreement or otherwise.

SA= Strongly Agree (4) A= Agree (3) D=Disagree (2) SD = Strongly Disagree (1).

	Statements	4	3	2	1
	Our school principal is involved in building our skills and knowledge				
	Our school principal collaborates with the stakeholders to organize teacher’s workshops, seminars, and conferences				
	Our school principal plays his/her role of mentoring and coaching the teachers to enhance their performance				
	Our school principal supports the professional development of teaching staff by providing the required resources				
	our school principal is involved in capacity-building programs with teachers to help improve our relationship.				

11. To what extent do you think principals’ involvement in capacity building for teachers influences students’ academic performance?

Very great extent [] Great extents [] moderate extent []

Little Extent [] No extent []

12. What are some of the teacher’s capacity building activities do the principal organize for the teachers.....

.....

13. Do you think the activities above help you to enhance students’ academic performance?

Yes [] NO []

14. Please explain your answer to question 13 above.....

.....

.....

SECTION C: Principals’ Provision of Learning Resources on Students’ Academic Performance

This Section presents Statements about the principals’ provision of learning resources and KCSE performance. Please tick appropriately based on your agreement or otherwise.

SA= Strongly Agree (4) A= Agree (3) D=Disagree (2) SD = Strongly Disagree (1).

	Statements	4	3	2	1
	The school principal ensures that the textbooks are always available in school as well as provides teacher guides				
	The school principal always makes learning resources such as science lab equipment, chalkboard, maps, posters, pencils, Globes, and notebooks among others are available				
	The school principal mentors teachers to use learning aids to enhance teaching and learning.				
	The school principal makes sure that resources are acquired and allocated per the school's goals, needs, and plans.				
	The school principal plays the role of acquiring and allocating the necessary instructional materials to supplement teaching improve students’ learning				

20. To what extent do you think that principals’ provision of learning resources influences students’ performance?

Very great extent [] Great extents [] moderate extent []

Little Extent [] No extent []

21. Do you think the provision of learning resources helps to improve students' academic performance? Yes [] No []

22. Please explain your answer to question 21 above.....

.....

SECTION D: Principals’ Instructional Supervision and Students’ Academic Performance

This Section presents Statements about the principals’ instructional supervision and KCSE performance. Please tick appropriately based on your agreement or otherwise.

SA= Strongly Agree (4) A= Agree (3) D=Disagree (2) SD = Strongly Disagree (1).

Statements	4	3	2	1
The school principal establishes a positive relationship with the teachers they supervise and allows them to share about our classroom practices.				
The school principal is familiar with the instructional strategies the teacher plans to use during the lesson.				
The school principal is involved in planning how the teachers plan to address the different learning abilities amongst the students and the classroom management system the teacher will use.				
The school principal often visits classes when teaching is in progress for supervision to observe teaching and learning.				
The school principal has a role to evaluate the teaching methods applied by teachers, to improve results.				
The school principal works with teachers to improve their results and advises them on how they should improve their teaching.				
The school principal suggests new approaches and teaching methods after supervision.				

28. To what extent do you think that the principal’s instructional supervision influences students’ academic performance?

Very great extent [] Great extents [] moderate extent []

Little Extent [] No extent []

29. Do you think your instructional supervision influences the student's academic performance? Yes [] No []

30. Please explain your answer in question 29 above.....

.....

.....

SECTION E: Principals’ Goal-Setting and Students’ Academic Performance

This section presents Statements about the principals’ goal-setting and KCSE performance. Please tick appropriately based on your agreement or otherwise.

	Statements	4	3	2	1
	The school principal explains the school's vision and mission to students and teachers.				
	The school principal explains school curriculum programmes to teachers.				
	The school principal develops a detailed school work plan in consultation with stakeholders.				
	The school principal conducts school programmes to achieve set goals				
	The school principal involves stakeholders in setting targets and goals for the school.				

36. To what extent do you think that the principal’s goal-setting influences students’ academic performance?

Very great extent [] Great extents [] moderate extent []

Little Extent [] No extent []

37. Do you think goal-setting influence students' academic performance in your school? Yes

[] No []

38. Please explain your answer to question 37 above.....

.....

.....

SECTION F: Principals' Administrative Practices and Student's Academic Performance

Kindly indicate your agreement or otherwise to the statements on students' academic performance by ticking appropriately.

	Statements	4	3	2	1
	The principals' involvement in capacity building for teachers is very important for students' academic performance				
	The principals' provision of learning resources is very important for students' academic performance				
	The principals' instructional supervision is very important for students' academic performance				
	The principals' goal-setting is very important for students' academic performance				

Appendix 3. Work Plan

Month/ Activity	Sep 2021	Oct 201	Nov 2021	Dec 201	Jan 202	Feb 2022	Mar 2022	Apri 2022	May 2022	Jun 2022	Jul 2022	Aug 2022	Sep 2022	Oct 2022	Nov 2022
Preparation of draft proposal															
Department presentation & refining the paper															
Correction and submission for school defense															
Submission to BPS for data collection															
Data collection and analysis															
Project writing															
Submission to BPS For final examination/correction															
Final Defence															
Submission of report & graduating															

Appendix 4: NACOSTI Research Permit


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 559386 Date of Issue: 22/June/2022

RESEARCH LICENSE



This is to Certify that Ms. Beth Kaleyo Mutunga of South Eastern Kenya University, has been licensed to conduct research in Machakos on the topic: PRINCIPALS ADMINISTRATIVE PRACTICES INFLUENCING STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN YATTA SUB-COUNTY, MACHAKOS COUNTY, KENYA for the period ending : 22/June/2023.

License No: NACOSTI/P/22/18448

559386
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code



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Scan the QR Code using QR scanner application.

Appendix 5: Introduction Letter

SEKU/ARSA/BPS/F-06



**SOUTH EASTERN KENYA
UNIVERSITY
BOARD OF POSTGRADUATE STUDIES**

TO THE SUBCOUNTY DIRECTOR OF EDUCATION,

YATTA SUBCOUNTY,

P.O BOX 114,

KITHIMANI.

Dear sir /Madam,

RE: BETH K. MUTUNGA, REG NO. E412/ MAC/ 20057/2018

This is to certify that Mr./Mrs/Ms. BETH K. MUTUNGA, REG NO.E412/MAC/20057/2018 is a bonafide student of SOUTH EASTERN KENYA UNIVERSITY (SEKU), KITUI CAMPUS, pursuig a degree of Master's in Education (MED), Educational Administration. She is conducting a research on a Thesis entitled "Principals' Administrative Practices Influencing Students' Academic Performance in Yatta Sub-county , Machakos County kenya" under the supervision of Dr. Gideon Kasivu(Ed D) and Dr. Cheloti (PhD) both in the school of Education at SEKU. She needs to collect data from schools in your subcounty for the aforementioned purpose. Any support and cooperation accorded to her will be highly appreciated.

Best Regards,

Date: 2022

Appendix 6: Authorisation to Collect Data



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

P.O. BOX 170-80200
KITUL KENYA
Email: info@seku.ac.ke

TEL: 020-4219889 (KITUL)
Email: directorbps@seku.ac.ke

Our Ref: E412/MAC/20057/2018

DATE: 9th June 2022

Mutungu Beth Kalekye
Re g. No. E412/MAC/20057/2018
Masters of Education in Educational Administration and Planning
bkmutunga84@gmail.com

Dear Mutunga

RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Master in Educational Administration and Planning Proposal document titled: *Principals Administrative Practices Influencing Students' Academic Performance in Public Secondary Schools in Yatta Sub Count, Machakos County Kenya*.

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. Selpher Cheloti. 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. David Malonza
Director, Board of Postgraduate Studies

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

ADD TO GREEN



ISO 9001: 2015 CERTIFIED



TRANSFORMING LIVES

Appendix 7: Authorisation by sub-county Director of Education

**BETH K. MUTUNGA
P.O BOX 14-90119,
MATUU**

20/06/2022

**THE SUBCOUNTY DIRECTOR OF EDUCATION
YATTA SUB-COUNTY
P.O BOX 96-90124
KITHIMANI.**

Dear Madam,

**RE: REQUEST FOR AUTHORITY TO CARRY OUT DATA COLLECTION IN PUBLIC
SECONDARY SCHOOLS IN YATTA SUB-COUNTY.**

I hereby write to request for your authority to collect data for educational purposes in Public Secondary Schools in Yatta Subcounty.

I am a student at South Eastern Kenya University pursuing Masters in Education Degree on Educational Administration and Planning. My registration Number is E412/MAC/20057/2018.

Thanks.

Yours sincerely

**Beth K. Mutunga
ID NO. 11624908**

Appendix 8: Budget

Item Description	Quantity	Cost	Total (Kshs)
Photocopying Research Material	2000	10	20,000
Stationeries	1	5000	5,000
Internet expenses	15	3000	45,000
Printing and binding draft copies	800	30	24,000
Proposal printing	500	20	10,000
Proposal Binding	10	500	5,000
Photocopying Questionnaires	2430	10	24,300
Final Report Printing	1000	5	6,000
Report Binding.	6	500	3,000
Transport/ Accommodation expenses	N/A	60,000	60,000
Research assistants	2	20,000	40,000
Miscellaneous Expenses	1	10,000	10,000
Total			252,300