ADMINISTRATIVE PRACTICES OF PRINCIPALS AND LEARNER'S ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KATULANI SUB-COUNTY, KITUI COUNTY, KENYA

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

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DECLARATION

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

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DEDICATION

I dedicate this project to my dear husband Benjamin Kilanga and our loving children Victor Mumo, Sandra Moraa, Charity Mutanu and Mercy Mwende. Their love, concern, prayers and encouragement enabled me to complete this study successfully.

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ABBREVIATIONS AND ACRONYMS

BOM	**:**	Board of Management
BPS	**:**	Board of Post Graduate Studies
CBC	**:**	Competency-Based Curriculum
FDSE	**:**	Free Day Secondary Education
FPE	**:**	Free Primary Education
KCSE	**:**	Kenya Certificate of Secondary Education
KEMI	**:**	Kenya Education Management Institute
MoE	**:**	Ministry of Education
MRA	**:**	Multiple Regression Analysis
NACOSTI	**:**	National Council for Science and Technology
OECD	**:**	Organization for Economic Co-operation and Development
PISA	**:**	Programme for International Student Assessment
QASO	**:**	Quality Assurance and Standards Officer
SDGs	**:**	Sustainable Development Goals
SPSS	**:**	Statistical Package for Social Sciences
UDHR	**:**	Universal Declaration of Human Rights
UK	**:**	United Kingdom
UN	**:**	United Nations
UNICEF	**:**	United Nations Children's Fund
USA	**:**	United States of America
USE	**:**	Universal Secondary Education

OPERATIONAL DEFINITION OF TERMS

Academic performance:	The level of students' academic achievement in Kenya Certificate of Secondary Education (KCSE) Examination taken upon completion of the second tier of Kenya's 8-4-4 education system.
Administrative practices:	Actions taken by the principal to lead and coordinate human and material resources to enhance the quality of educational processes and outcomes.
Conducive learning environment:	A setting provided by the principal in which learning thrives resulting in higher learner academic achievement levels.
Instructional supervision:	Involves principals' monitoring of teachers' instructional activities including preparation of professional documents for quality instructional delivery so as to improve learning outcomes.
Learner:	A person enrolled in a secondary school and formally engaged in learning.
Focus on learner discipline:	Policies put in place by the principal such as establishing school rules and regulations and clearly communicating the same regularly to shape students' conduct.

Principal:	The administrative leader of a secondary school responsible for the day-to-day administration for the achievement of educational goals and objectives.
Public secondary school:	A post primary education institution in Kenya owned by the government in which students are prepared to sit KCSE examination.
Teacher motivation:	Incentives that activate teachers' behavior towards having a continuous desire to assist students to improve their academic performance.

ABSTRACT

The purpose of the study was to investigate the administrative practices of principals and their impact on learner's academic performance in public secondary schools in Katulani Sub-County, Kitui County, Kenya. The study focused specifically on learners' performance in the Kenya Certificate of Secondary Education (KCSE) examination. It aimed to investigate the influence of principals' motivation of teachers, instructional supervision, creation of a conducive learning environment and focus on students' discipline on learners' academic performance. Literature relating to administrative practices of principals on learner's academic performance was reviewed. Path-goal Theory of Leadership postulated by Robert House (1971) served as the theoretical foundation. The study utilized a descriptive survey research design. The target population consisted of 21 public secondary schools in the area. Three schools were selected for piloting and the remaining 18 schools were included in the study using a census method. A total of 73 teachers were randomly selected representing a sampling ratio of 30%. All 18 school principals in the sample were purposively chosen to participate in the research. The validity of the questionnaires was ensured through expert assessment and pilot testing while the reliability of the instruments was established using the test-retest method yielding reliability coefficients of 0.79 for principals and 0.76 for teachers as determined by Pearson's Product Moment Correlation Coefficient (r). The data collected through the closed-ended questions were analyzed using descriptive and inferential statistics including means, frequencies, percentages, Pearson's correlation coefficient, chi-square and multiple regression analysis with the assistance of SPSS version 23. The results were presented using tables of frequencies, percentages and means. Qualitative responses to the open-ended questions were transcribed and analyzed to identify narratives and themes that emerged. The findings of the study revealed a positive relationship between teacher motivation and learners' academic performance as indicated by a correlation coefficient of 0.645 ($r = 0.645$, $p < 0.05$). The Pearson Chi-Square test showed a statistically significant relationship between instructional supervision by principals and student achievement $\chi2(1,4) = 26.928$, $p = .000$. A strong positive relationship was observed between principals' creation of a conducive learning environment and learners' academic performance with a correlation coefficient of 0.711 ($r = 0.711$, $p < 0.05$). Furthermore, a statistically significant association was found between principals' focus on students' discipline and learners' academic performance as indicated by a Pearson Chi-Square value of $\chi2(1,4) = 22.334$, $p = .000$. Based on the findings, the researcher concluded that learners performed better in schools where principals motivated their teaching staff, effectively supervised instruction, created positive learning environments and focused on students' discipline. The author suggested several recommendations including the provision of material incentives to reward teachers for learners' good performance, visiting classrooms to monitor student progress and provide feedback to teachers, providing adequate learning resources, involving stakeholders in decision-making on school programs and recognizing the most disciplined students. The study aimed to provide data that could be utilized by education officers, school boards of management, principals, teachers and researchers in Katulani Sub-County to enhance the quality of secondary education for learners.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Education plays a crucial role in transforming lives and building better futures for individuals and their communities worldwide. The United Nations (UN) Charter emphasizes the use of education to establish international peace. The Universal Declaration of Human Rights (UDHR) Article 26 states that everyone has the right to a free and appropriate public primary and secondary education with further education being accessible based on merit. Brew at al. (2021) emphasized that good academic performance is essential in all education systems as it enables students to achieve their educational goals and improve their quality of life. Bell (2018) and Day et al. (2016) asserted that stakeholders in education have been advocating for improved quality of learning processes and outcomes by school principals as good results provide job security and more career choices for students.

Education is expected to be the main driver in achieving the Sustainable Development Goals (SDGs) which aim to provide globally competitive and quality education enabling individuals to participate in social, economic and political activities (World Bank, 2008). Although the goal of SDG4 is to provide everyone in both developed and developing nations with opportunities for accessible and equitable lifelong quality education, most developing nations are still in the process of achieving it. This means that principals should strive to execute appropriate administrative practices if relevant and useful learning outcomes are to be realized in secondary schools.

The administrative practices of principals have a significant influence on learning processes which in turn determine students' academic performance in school (Grissom et al., 2021; Liberto et al., 2015). The academic performance of students is evaluated based on the effectiveness of principals in implementing administrative practices measured by students' performance in standardized tests where the learners are expected to perform well (Agasisti et al., 2020; Bell, 2018; Day et al., 2016: Muda et al., 2017). In the

competency-based curriculum (CBC), the focus is on measuring competency through various methods to ensure that students are mastering the content (Amutabi, 2019). Amutabi asserts that CBC has achieved remarkable development plans in many nations since it provides many chances for progress in the students' employment.

The contribution of a principal's management on students' academic performance is second in strength only to classroom instruction according to Leithwood et al. (2004). Nevertheless, results of a study by Onyieke and Maria (2018) on principals' supervisory roles in Nigeria confirmed that the principals' execution of administrative practices was linked to low learner achievement. Therefore, this study aimed to investigate the administrative practices of principals and their impact on students' academic performance in public secondary schools in Katulani Sub County, Kitui County, Kenya.

Reports by the World Bank (2018) on development and UNICEF (2022) on education highlighted a global learning crisis caused by poor school administration, lack of teacher motivation, ineffective teaching skills and inadequate learning environments. UNICEF focuses on quality learning to improve learning outcomes and bridge the gap between what students are learning and what they need to prosper in their communities and future careers (UNICEF, 2019). The persistent learning crisis suggests that administrative practices that do not prioritize students' learning might be largely contributing to poor learning outcomes.

While analyzing the impact of principals' administrative procedures on student performance in six industrialized countries, Liberto et al. (2015) found that the practices varied across different countries and they had a significant impact on learner's achievement. For example, centralized systems in Germany and Italy had been found to have less effective practices compared to independent systems in Canada, Sweden, United Kingdom and United States resulting in lower student performance. The authors also found that the practices were positively linked to students' results in a mathematics OECD PISA exam in Italy implying that if Italian principals applied similar administrative actions as UK (the best performer), learners' performance gap would be bridged in relation to the OECD average. These findings were consistent with Starr and Simone (2008) who found

that although principals in Australia knew that education reforms focused on instruction and were making them responsible for improvement, their efforts were thwarted by externally set administrative requirements. Normand (2015) agreed by noting that although principals in France were required to enhance school improvement at a local level, they lacked legality to act on the teaching and learning issues which remained in the hands of state inspectors. Therefore, it could be deduced that in countries where principals are allowed to select and apply practices that are best suited to their school contexts, academic excellence is more likely to be achieved.

Day et al. (2016) affirmed that secondary school principals in England played a vital role in improving students' academic achievement by directly improving teaching or creating conditions for effective instruction. Agasisti et al. (2020) concurred by noting that effective principals secure and allocate resources, supervise teachers and focus on maintaining discipline among students. Jerry and Mike (2011) documented nine principals' leadership practices such as providing stimulation, improving instruction, identifying a vision, role modeling, promoting group goals, providing support and setting high expectations which have been found to determine student achievement.

Chaudhry et al.'s (2020) study in Pakistan showed that monetary rewards motivated teachers to work harder leading to improved student academic performance. Mustary (2021) supported this finding by observing that both intrinsic and extrinsic rewards in Japan and Bangladesh were effective in motivating teachers to enhance student academic performance. However, Harada's (2017) study in Japan found that monetary rewards did not have a significant impact on teacher motivation.

While conducting research on employee appraisal in educational institutions in Portugal, Sarrico et al. (2012) found that most principals did not monitor teaching and learning in an official and organized manner hence they did not understand the reasons for the learning outcomes. This finding implies that the need for principals to effectively supervise instruction cannot be overstated if learning outcomes are to be improved in schools. Grissom et al. (2021) stated that the increased demand for test-based accountability among

education stakeholders made principals to focus on monitoring and evaluating the learning process, giving feedback and supporting teachers' professional development.

Mustary (2021) emphasized that principals' focus on creating conducive learning environments by providing adequate learning resources is crucial for increasing interaction between the learner and the instructor to improve learning outcomes. However, Dotterer and Lowe (2011) noted that creating a positive school setting was insufficient to enhance results for pupils with learning disorders in Singapore. This implies that principals should create accommodating and stimulating learning environments.

Meador (2021) observed that principals in Oklahoma spend a lot of their time addressing student indiscipline. This implies that good academic performance cannot be realized if teachers waste more time handling student misconduct instead of teaching. Salifu and Agbenyega (2012) found that inconsistency in the application of school rules by educators in Ghana contributed to student indiscipline thus preventing effective learning and resulting in poor academic performance. The authors recommended engagement of learners in making school policies and scheduling of counselling programmes. This means that students' indiscipline led to low learner achievement in Ghana. The current study examined the influence of focusing on learners' discipline by the principal on the learners' academic performance in Katulani Sub-County, Kitui County, Kenya.

Davis et al. (2022) did a study which sought to explore factors affecting learning outcomes in Central Ghana's junior secondary schools. Information was gathered from 982 learners and 98 educators chosen at random. Descriptive statistics were used to analyze the data. The findings confirmed that there was a general poor performance of students in the core subjects where the overall pass rates in Mathematics, Science and English were 0.2%, 9.6% and 23.5% respectively. The authors established that the poor performance was mainly attributed to lack of effective teaching skills and inadequate syllabus coverage. The results imply that majority of the students' achievement level did not allow automatic progression to the next level of study since they had big learning gaps which needed to be addressed.

Nevertheless, this study was done in junior secondary schools whereas the present research was carried out in senior secondary schools.

While examining management practices of principals and learning outcomes in South Africa, Makgato and Mudzanani (2019) confirmed that the principals from low-performing schools were lenient towards learners' conduct. It can thus be inferred that the low performance was as a result of learners' misconduct. The authors suggested the need for principals to focus more on students' discipline by involving teachers in the disciplinary committee to manage the deviant students in order to enhance effective learning and improve learning outcomes.

Findings of a study by Mphale and Mhlauli (2014) on students' academic performance in Botswana showed that lack of incentives, inadequate resources and poor working conditions lowered morale of teachers who in turn applied less effort in their duties resulting in poor learner performance in academics. Melesse and Molla (2018) found that establishing a school culture (vision, mission and values) and providing adequate instructional resources in Ethiopia prompted teachers to commit themselves to improve learning outcomes. Manaseh's (2016) study on instructional leadership practices in Tanzania revealed that principals did not supervise instruction effectively since teachers were not engaged in planning the school programs and they were not observed in the classroom leading to delay in syllabus coverage. This means that principals need to supervise teachers on time management and monitor their instructional techniques in the classroom if learning outcomes are to be improved in schools.

Learning outcomes in Kenya are evaluated by using feedback of different forms of students' assessment including formative evaluation (random assessment, class assignments, projects, continuous assessment tests and end of term examinations). Formative evaluation prepares learners to sit summative evaluation (KCSE) examination which is very important as the results are used to determine transition to career training. This has led to much competition with incidences of examination irregularities (Amutabi,

2019). The Competency Based Curriculum which has now been introduced by the Kenya government lays more emphasis on skills development than cognitive evaluation.

Mutua (2022) did a study on impact of management practices of principals on instructors' performance of duties in Kathiani Sub-County and found that principal's motivation of teachers and supervision of instruction influenced teacher job performance which consequently influenced learning outcomes. Macharia's (2013) research on factors affecting KCSE performance in Nakuru County established that principals' administrative practices played a critical role in determining the learner's performance. The author recommended that principals should recruit more teachers through the Boards of Management, motivate the teachers, encourage teamwork and curb student indiscipline.

The Constitution of Kenya (2010) outlines the legal framework and addresses several regulatory concerns regarding education. To implement the constitution, the Basic Education Act (2013) was legislated to regulate the supply of basic education in Kenya. Despite the policy framework, poor quality education and mismanagement of educational resources continue to be a major issue in many schools. Although the Free Day Secondary Education (FDSE) and Free Primary Education (FPE) policies aimed at ensuring that all learners get free and compulsory basic education with a hope that they would perform well and transit to tertiary education, students have continued to perform dismally in KCSE examinations. This dreadful performance implies that many students have not been qualifying for quality tertiary education which could enable them to access prestigious careers and improve their lifestyles.

Kirikua (2021) in a study which assessed the effect of principals' administrative practices on learners' performance in Mathematics at KCSE in Meru County found that teachers were satisfied with the provision of professional development through seminars. Nevertheless, the author noted that few teachers attended the seminars since they were self-sponsored. Mwendia's (2018) study explored the impact of principals' leadership actions on learners' academic attainment in Kirinyaga County. It embraced a descriptive survey method and all the 72 participants were sampled by census technique. It was established

that the head teachers marked the schemes of work and lesson plans but lesson observation was rarely done. However, the study was conducted in Kirinyaga County while the current research was carried out in Kitui County.

Wanjala (2021) observed that principals in Bungoma East Sub-County who developed adequate physical school facilities such as laboratories, libraries and classrooms to increase interaction between the learners and teachers recorded improved learning outcomes. On the contrary, Obama et al. (2016) adopted Ex-post facto research design to establish the link between leadership practices of principals and learners' achievement in KCSE in Homa Bay County and found that most principals did not create a learning environment for effective teaching. However, ex-post facto research design which does not provide the basis to define a clear link between dependent and independent variables being studied (Kinlua, 2020) was utilized in the study while the current research adopted descriptive survey design.

Ogweno's (2016) study on effects of principals' administrative roles on learners' conduct in Kiambu County revealed that students performed better in academics in schools where the principal involved the learners in formulating school discipline policies. This implies that students' involvement in their discipline management cannot be overemphasized if better learning outcomes are to be realized in schools. Although there are numerous factors influencing learner academic performance, this study specifically examined variables such as teacher motivation, instructional supervision, creation of a conducive learning environment and focus on students' discipline.

Teacher motivation plays a crucial role in fostering student motivation and enhancing teaching effectiveness ultimately leading to improved learning outcomes (Han & Yin, 2016). Recognizing and rewarding teachers' efforts through awards and incentives boosts their dedication and engagement in their students' success (Wambugu, et al., 2018). Professional development opportunities empower teachers with innovative pedagogical skills enabling them to deliver content effectively and guide learners towards achieving better outcomes (Hussain et al., 2006). Insufficient staffing and limited professional

development opportunities hinder teacher motivation and consequently lead to poor student performance (Mitieka & Mabel, 2019). Therefore, this study aimed to investigate the impact of teacher motivation on learner academic performance.

Instructional supervision entails the principal's overseeing of teachers' instructional activities which include the preparation of professional documents to ensure high-quality instructional delivery ultimately aiming to enhance learning outcomes. This is supported by the research of Marfan and Pascual (2018) who found that effective instructional supervision leads to improved teaching practices, student engagement and academic achievement. Ngeripaka et al. (2019) maintained that instructional supervision strives to enhance the abilities of academic staff to fulfill their roles and responsibilities effectively ultimately leading to improved learner academic performance. Melesse and Molla (2018) further emphasized the role of instructional supervision in fostering a culture of accountability and shared responsibility for student success. However, Murithi's (2015) study revealed that many principals fail to prioritize classroom observation and supervision which negatively impacts student performance as evidenced by Mwendia's (2018) research. Therefore, it is imperative that principals prioritize instructional supervision to ensure the quality of teaching and learning in secondary schools.

Ekpo and Eze (2015) define a conducive learning environment as an atmosphere where the principal involves instructors in decision making, delegates duties, provides instructors' and learners' welfare, maintains open communication and provides adequate instructional facilities. Hallinger (2003) averred that creation of a conducive learning environment hinges on fostering intellectual stimulation for both learners and staff through diverse resources and activities, establishing a shared sense of purpose within the school and modelling the values embraced by the institution. Osher et al. (2015) underscore the role of a conducive environment in engaging all students in the learning process ultimately leading to improved academic outcomes. Shanaz and Raisa's (2017) study findings reveal that principals' efforts in creating stimulating classroom environments characterized by open communication, student engagement, self-directedness and creativity foster critical thinking skills among students resulting in enhanced learning outcomes.

Effective management of student discipline is crucial for providing quality education and is reflected in the level of academic achievement (Okumbe, 2001). The focus on students' discipline by principals involves the formulation of clear and consistently applied discipline policies to assist students in improving their conduct and academic performance (Osher et al., 2015). According to Njoroge and Nyabuto (2014) student indiscipline can stem from various factors including a lack of administrator's responsiveness to student concerns, strained teacher-student relationships and a dearth of positive role models. Fitri et al. (2021) emphasize that disruptive behavior not only disrupts the smooth flow of classroom instruction but also negatively impacts learning outcomes. Machumu and Killugwe's (2013) study findings show that discipline management improves learner academic performance. This study explores the connection between principals' focus on student discipline and learner academic performance.

The analysis of 2022 KCSE results by Kenya National Examination Council (KNEC) showed a general poor performance where majority of the learners 708,071 candidates out of 881,416 (80.33%) fell below the university entrance grade of C+ with 167,758 candidates scoring D- as the most dominant grade (Machogu, 2022). Moreover, the situation was not different for the academic years 2018/2019, 2019/2020 and 2020/2021 when only 10.49%, 12.90% and 16.31% respectively got university placements.

The academic performance of schools in Katulani Sub-County has been interminably below average as evidenced by the low KCSE average mean scores for the last five years displayed in Table 1.1 (Katulani Sub-County MoE, 2023).

Table 1.1: Katulani Sub-County KCSE Mean Scores for the Years 2018- 2022

Year	Mean Score
2018	3.479
2019	4.251
2020	4.395
2021	4.087
2022	4.320
Average	**4.199**

Source: Katulani Sub-County Education Office

The disappointing performance justifies selection of Katulani Sub-County for this research to determine the administrative practices of principals that could be contributing to the trend.

1.2 Statement of the Problem

Once learners are admitted to secondary schools, they are expected to obtain good grades at KCSE and qualify for higher education so as to acquire skills for gainful employment. The Katulani Sub-County education office's data (2023) shows that secondary schools in the Sub-County have continued to perform dismally at KCSE over the years. Education stakeholders have voiced their dismay at the disastrous performance. The below average performance in Katulani Sub-County was attributed partly to low morale and inadequate professional development among teachers, lack of effective communication and student indiscipline as detailed in a 2023 report by the Quality Assurance and Standards Officer (QASO). This indicates that majority of secondary school learners in the Sub-County who took KCSE exam over the last five years did not meet the requirements for entry into university-level programs.

Parents and other education stakeholders have been concerned about the continual trend of bad performance. The matter has been addressed during education days and teachers have been involved in setting targets for better performance. In an effort to remove over reliance on KCSE for transition, Kenya government introduced CBC where learners would be assessed continuously on skills acquired overtime. The government has also been providing learning resources such as text books and construction of classrooms and laboratories through Constituency Development Fund. It also undertakes capacity building of principals through Kenya Education Management Institute (KEMI). Despite these efforts, unacceptable performance still persists in secondary schools in Katulani Sub-County as indicated by mean scores in Table 1.1. This performance provided the foundation on which this study was based.

1.3 Objectives of the Study

The following objectives guided this study:

1.3.1 General Objective

To assess the administrative practices of principals on learner's academic performance in public secondary schools in Katulani Sub- County, Kitui County, Kenya.

1.3.2 Specific Objectives

i. To establish the influence of teacher motivation by principals on learner's academic performance at KCSE in public secondary schools in Katulani Sub- County, Kitui County, Kenya.
ii. To determine the influence of principals' instructional supervision on learner's academic performance at KCSE in public secondary schools in Katulani Sub- County, Kitui County, Kenya.
iii. To establish the influence of principals' creation of a conducive learning environment on learner's academic performance at KCSE in public secondary schools in Katulani Sub- County, Kitui County, Kenya.
iv. To determine how principals' focus on students' discipline influences learner's academic performance at KCSE in public secondary schools in Katulani Sub- County, Kitui County, Kenya.

1.4 Research Questions

The study addressed the following research questions:

i. What is the influence of teacher motivation by principals on learner's academic performance at KCSE in public secondary schools in Katulani Sub- County?
ii. What is the effect of principals' instructional supervision on learner's academic performance at KCSE in public secondary schools in Katulani Sub- County?
iii. What is the influence of creation of a conducive learning environment by principals on learner's academic performance at KCSE in public secondary schools in Katulani Sub- County?

iv. How does principals' focus on students' discipline influence learner's academic performance at KCSE in public secondary schools in Katulani Sub- County?

1.5 Significance of the Study

Education ministry staff could utilize the study's findings to train principals and instructors on how to utilize administrative practices to boost students' academic achievement. The study's findings might be used by the Board of Management to create policies that effectively improve students' academic outcomes. The findings might provide principals with guidance for implementing changes in administrative practices that could boost students' academic attainment. Teachers could use the research findings to adopt the principals' methods of management so as to enhance students' academic achievement. Additionally, researchers could use the study as a reference for future research and contribute to the existing body of knowledge on the impact of administrative practices on students' academic performance.

1.6 Limitations of the Study

Uncooperative participants might have refused to answer the research questions if they felt that the study was designed to reveal flaws in the principals' administrative practices that were causing the low performance. To mitigate this limitation, privacy was guaranteed to the informants by the researcher. The participants might be unwilling to reveal some sensitive information on administrative practices. The researcher guaranteed them of their identities' confidentiality. The study focused on overall performance in the KCSE examination and did not consider subject-specific performance so the literature was reviewed on the seven subjects including five core and any two elective subjects which were used to determine the KCSE mean grade.

1.7 Delimitations of the Study

This study was delimited to the examination of principals' administrative practices specifically on teacher motivation, instructional supervision, creation of a conducive learning environment and focus on students' discipline. The research was delimited to performance at KCSE thus excluding the results of other forms of evaluation. The study

primarily focused on principals' role in improving academic outcomes although the cooperation of principals, teachers, learners and parents was essential for student performance.

1.8 Assumptions of the Study

The study made the following assumptions:

i. All principals in the study motivated teachers, provided instructional supervision, created a conducive learning environment and prioritized students' discipline to enhance academic performance.
ii. All participants possessed relevant information regarding principals' administrative practices that determine students' academic performance and provided honest responses to the research tools.

1.9 Organization of the Study

There are six chapters in the study. Chapter one provides the background to the study including the statement of the problem, general objective, specific objectives, research questions, significance, limitations, delimitations, assumptions and an overview of the study's organization. Chapter two presents a review of related literature focusing on the impact of principals' motivation of teachers, instructional supervision, creation of a conducive learning environment and emphasis on students' discipline on students' academic performance. It also includes a summary of the reviewed literature and introduces theoretical and conceptual frameworks. The third chapter which is the methodology section discusses the study design, target population, sampling techniques, sample size determination, research tools, validity and reliability considerations, data collection procedures, data analysis techniques and ethical considerations. The fourth chapter presents the findings of the study organized into sections based on the research objectives. The research findings are discussed and interpreted in relation to the study objectives in the fifth chapter. The sixth chapter comprises the conclusions drawn from the study, recommendations based on the findings and suggestions for further research.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter provides a literature review on the impact of principals' administrative practices on students' academic performance. The literature is organized into the following subheadings: teacher motivation, instructional supervision, creation of a conducive learning environment and focus on learners' discipline. Additionally, the chapter includes a summary of the reviewed literature and the presentation of theoretical and conceptual frameworks.

2.2 Teacher Motivation and Learner Academic Performance

Kapur (2018) defined motivation as incentives that encourage teachers to create interest, enthusiasm and commitment towards teaching resulting in higher learning outcomes. Sadiku (2021) conducted a study on teacher motivation in Kosovo by using descriptive quantity methodology. A questionnaire was utilized to gather data from 29 instructors in two nine-year schools. Microsoft Excel was utilized to analyze the data which was presented in form of tables, charts and bar graphs. The results indicated that awards and incentives did not significantly motivate the teachers. However, the study exudes a scope gap since only 29 respondents were sampled from two schools in Kosovo while this study sampled 91 respondents from 18 schools in Katulani Sub-County, Kitui County, Kenya.

Khanal and Phyak (2021) used a mixed method approach to analyze factors affecting teacher motivation in Nepal. A questionnaire was utilized to gather quantitative data from 430 basic level educators teaching in six districts. Qualitative data was assembled from six teacher trainers, three policy-makers, 48 teachers and six resources persons**.** The CSPro software in Android was used to analyze quantitative data while qualitative data was transcribed and coded to generate themes. The findings showed that principals motivated teachers through providing good leadership, reducing teaching load, giving professional development opportunities and feedback. However, the study reveals a contextual gap

since it was carried out in Nepal while the current study was conducted in Katulani Sub-County, Kenya.

Comighud and Arevalo (2020) studied teacher motivation in Philippines by adopting descriptive-correlational method to establish how teacher motivation influenced the execution of their duties. The researchers utilized a questionnaire to gather data from 89 instructors in elementary schools. Data was analyzed using percentages, mean, frequency and Spearman Rank Correlation. The outcomes showed that teachers' commitment and student engagement increased when the instructors were allowed to attend professional courses and received financial incentives. However, data in the study was analyzed using Spearman Rank Correlation while the present study utilized Pearson's product moment correlation.

Asogwa et al. (2020) did a study in Nigeria on how learner academic performance was affected by the principals' administrative practices for motivating teachers. A sample of 385 participants comprising 225 instructors and 160 principals were chosen at random. A questionnaire was used to gather information whereas standard deviation and mean were utilized to analyze it. T- test was used to test the hypotheses at 0.05 margin of error. It was established that involving teachers in decision-making and providing material incentives improved teacher motivation and student performance. Despite the larger sample size utilized in the research, a gap was left on the impact of motivating teachers on students' educational attainment in Katulani Sub-County, Kitui County.

Byaruhanga (2018) conducted research on motivation of teachers in Uganda. The research used a cross-sectional survey and phenomenological framework. Participants were 379 chosen using a mix of stratified, simple random and purposive sampling techniques. These included 20 head teachers, 210 teachers, 147 designated class teachers, one school inspector and one District Education Officer. Information was assembled by utilizing focus group discussions, interviews and questionnaires. Percentages and frequencies were used to summarize quantitative data while hypotheses were tested by use of ANOVA and T-test. Qualitative data was coded and categorized thematically. The author found that teacher

workshops and in-service training improved teaching effectiveness and student learning. However, this research was done in elementary schools whereas the present one was done in high schools.

Nyakundi (2012) conducted research on what influences Kenyan teachers to stay enthusiastic about their jobs in Kiambu County. Descriptive survey design was utilized. Using a simple random selection method, 126 participants were picked including 14 school administrators and 112 classroom instructors. Interview and questionnaires were utilized to collect data which was analyzed descriptively. It was established that reward systems and professional development motivated Kenyan teachers to inspire students. However, the author did not look into how administrators' motivation of teachers affects students' achievement.

Mose (2015) studied teacher motivation in Nyamira County to find out how it affected learner achievement in school. The researcher used Hertzberg's two factor theory of motivation and descriptive survey design. A sample of 368 participants comprising 28 principals and 340 instructors was selected randomly. Data was gathered via the use of questionnaires. Quantitative data was examined and illustrated using percentages and tables and the qualitative data was examined and presented by use of narratives. It was established that organizing seminars, workshops and conferences for teachers led to increased student academic achievement. The researcher concluded that although intrinsically motivated teachers could improve learning outcomes, extrinsic motivators also determined their commitment to work**.** Nonetheless, Herzberg's motivation-hygiene theory was utilized in this study but the current study used path goal theory.

2.3 Instructional Supervision and Learner Academic Performance

Instructional supervision involves principals' monitoring of teachers' instructional activities including preparation and use of professional documents for quality instructional delivery so as to improve learning outcomes (Ukaigwe et al., 2015). In Italy Agasisti et al. (2018) conducted research on the effect of teaching strategies of school administrators on learning outcomes in junior high schools. A total of 1,073 school administrators were

surveyed using a questionnaire. The data was analyzed using a Latent Class Analysis (LCA). Results showed that schools where principals focused on instructional leadership had lower average test scores in reading and mathematics. Despite the larger sample in relation to the present research, there was lack of data on how monitoring of the instructional activities by the principal influenced learning outcomes in secondary schools in Katulani Sub-County, Kitui County, Kenya.

Shava et al. (2021) conducted qualitative research in South Africa to examine the duties of principals in maintaining school improvement. Six principals were purposively selected from six public secondary schools. Interviews were used to assemble data which was grouped into themes. The results indicated that the principals promoted school improvement through managing the instructional program, monitoring learning processes, supervising teachers, coordinating curriculum activities and carrying out class observations. Nonetheless, the smaller sample size in the study could have increased the margin of error thus affecting the reliability of the results compared to the sample of the present research.

Bakebula (2018) conducted a study in Tanzania to determine whether community secondary school administrators' practices had an effect on student achievement. Descriptive survey design was used. The sample comprised 155 participants. Information was compiled by use of interviews and Questionnaires. Quantitative data was examined by running the SPSS for statistical analyses and qualitative data was evaluated using themes analyses. The author found that principals' lack of monitoring teachers' performance affected student achievement. The author suggested that principals should monitor performance of teachers in preparing professional documents and instructional materials. However, Bakebula did not examine the impact of principals' instructional supervision on learners' academic attainment in Katulani Sub-County, Kenya.

Obunga (2019) conducted research in Kenya's Loitokitok Sub-County to find out how principals' instructional supervision procedures affected students' KCSE scores. Descriptive survey design was adopted. Data was gathered from 14 administrators, 135

instructors and 540 pupils through interview schedules and questionnaires. It was examined using descriptive statistics while graphs and tables were utilized to show it visually. Results showed that principals' instructional supervision procedures such as providing feedback and monitoring syllabus coverage were lacking and this led to inadequate syllabus coverage which negatively affected students' KCSE scores. However, the study was conducted in Loitokitok Sub-County, Kajiado County while the current research was carried out in Katulani Sub-County, Kitui County.

Kieleko et al. (2017) conducted a study to investigate the impact of principals' workload on instructional supervision practices in public secondary schools in Lower Yatta Sub-County, Kitui County, Kenya. The study employed a descriptive survey design and collected data from 26 principals and 115 teachers using questionnaires. The data was analyzed using descriptive statistics and presented using percentages, frequency tables, pie charts and bar graphs. The study found that principals checked teachers' schemes of work, class attendance, lesson plans, pupils' lesson notes and record of work covered during instructional supervision. The results also showed that instructional supervision helped teachers in professional development, improving their pedagogical skills and covering the syllabus on time. However, the study did not address how principals' instructional supervision affects learner academic performance in public secondary schools in Katulani Sub-County.

An examination of the connection between instructional supervision and student attainment in the Science subjects was conducted by Makau et al. (2016) in Makueni County, Kenya. The researchers used a descriptive method. The study's sample size of 68 schools, 68 administrators and 272 science instructors was determined using a proportional sampling technique. Information was gathered through questionnaires and correlation coefficients were used for analysis. The researchers found that poor instructional supervision led to poor learning outcomes in science subjects. In contrast to the present study which was based on all seven subjects examined at the KCSE level (five core subjects and two electives), the researcher here solely concentrated on the three Science subjects viz. Biology, Physics and Chemistry.

Cheboi (2014) carried out research in Baringo County on supervision of instruction by principals and student achievement in high schools. A survey research methodology and a mixed techniques approach were adopted. About 277 respondents were chosen from 48 public high schools using stratified method and purposive selection was done to include 12 administrators, their assistants and 253 instructors. Interview and questionnaire were utilized to gather information while inferential and descriptive statistics were used in analyzing it. Principals' involvement in instructional objectives was found to be higher than their involvement in daily instructional operations. However, the author did not look into the effect of principals' administrative procedures on learning outcomes in Katulani Sub-County.

2.4 Creation of a Conducive Learning Environment and Learner Academic Performance

A conducive learning environment involves the instructional aspects of the classroom experience provided by the principal where both teachers and students feel safe, engaged, challenged, socially connected, supported and capable of succeeding academically (Osher et al., 2015). It includes the resources, tools, activities, strategies and structures that facilitate student learning and engagement which entails self-directedness, participatory and collaborative learning (Skordi & Fraser, 2019). According to Grissom et al. (2021) effective principals indirectly influence student achievement by nurturing collaboration among educators and learners as well as strategically managing material and human resources.

Day et al. (2016) employed a mixed-methods research design to investigate the link between principals and students' success in elementary and secondary schools throughout England. Data was acquired through interviews from a sample of 20 schools. The results indicated that principals who diagnosed and addressed the needs of tutors and students and created environments that promoted engagement raised students' achievement levels. The study however employed a mixed-methods research design in contrast to the descriptive survey design embraced by the current study.

Closs et al. (2022) investigated the impact of learning environment on learner performance in Australia by using mixed methods. The authors utilized observation schedule, focus group discussions and interviews to collect qualitative data from 21 students and six teachers. The findings revealed that when head teachers supported tutors and learners, teachers engaged in better pedagogical practices such as collaborative pedagogies, cooperative work, student-centered learning and knowledge creation. The authors noted that supported teachers engaged in pedagogical tact, better subject organization, time management, assignment planning and content delivery which encouraged students to be physically present in class and to willingly participate in the learning process. Additionally, the learning environment provided more involvement, personalization, cooperation, equity and satisfaction resulting in improved learning outcomes. Nevertheless, the researchers utilized a small sample of 27 participants which could have averted the findings from being generalized in contrast to the 91 respondents sampled in the present research.

Anderson (2008) conducted research to determine whether principals' plans for enhancing student performance in elementary schools in four Latin American nations (Argentina, Brazil, Chile, and Mexico) were successful. Information was gathered from 96 administrators, 102 instructors, 2,048 fourth-graders and their parents in 96 public primary schools via interviews, classroom observations and questionnaires. Data analysis was performed using hierarchical linear modeling. It was established that principals' plans for enhancing student performance were successful when they promoted positive relationships among teachers, open communication trust and respect. However, this study focused on elementary schools while the present one focused on secondary schools.

Awori et al. (2020) conducted research in Uganda's Universal Secondary Education (USE) schools using a mixed-method approach to analyze how the school environment affected student involvement. A sample of 40 educators and 404 pupils were interviewed and given questionnaires to fill out. Pearson Correlation Coefficient was used to analyze quantitative data and the qualitative data was analyzed using themes. The results indicated that improving student academic performance in Ugandan schools required recruiting qualified teachers, providing updated teaching materials and developing well-equipped classrooms

and laboratories. However, principals were not included in the study sample but they were sampled in the present research as indispensable informants since they were responsible for creating conducive learning environments in their institutions.

In Kenya, Maende et al. (2018) examined the link between roles performed by school principals and students' learning outcomes in Kakamega County. Descriptive survey and correlational designs were employed. Questionnaire and structured interviews were utilized to gather information from 393 Form four students, 199 teachers and 30 principals. Inferential and descriptive statistics were utilized in data analysis. The research outcomes revealed that the principals' roles in random placement of students in streams as enrolled, organizing prize giving programmes, inter school assessments and collaboration positively influenced students' achievement levels. However, the researchers did not explore the effect of learning environment on learning outcomes in Katulani Sub-County, Kitui County.

Kamoche (2013) investigated how the management styles of Mathioya district principals affected their students' KCSE results. The research was conducted using a descriptive survey design. Eighty-five teachers and eight principals made up the sample. Information was gathered by using questionnaires and it was analyzed both qualitatively and quantitatively. The research established that principals' management styles including the creation of an enabling environment, sustenance of adequate staff, instructional materials and support for teachers' professional growth strongly influenced students' academic achievement. However, the study did not assess the impact of principals' efforts to foster a positive learning environment on students' KCSE scores in Kenya.

2.5 Focus on Students' Discipline and Learner Academic Performance

Principal's focus on students' discipline instills a sense of responsibility in learners thereby inspiring them to achieve academic excellence (Niyomugabo, 2018). According to Nelson (2002) principals are responsible for implementing effective discipline practices to create an environment conducive to learning since teachers cannot teach effectively and learners cannot learn effectively without discipline. Osher et al. (2015) assert that principals' lack

of attention to students with emotional disturbances leads to disengagement, boredom and indiscipline further hindering their academic progress. Macharia (2013) hinted that the principal should curb indiscipline by regularly communicating with students, addressing their problems promptly and leading by example.

A study by Koutrouba (2013) explored the views of Greek secondary education teachers on students' misconduct. The study sample comprised 869 respondents selected from 70 schools. Data was gathered using a questionnaire and factor analysis was done. It was reported that Greek secondary education teachers spent a significant amount of time addressing student discipline issues such as disobedience and refusal to participate in classroom activities. The study also suggested that principals' lack of freedom in establishing rapport with students contributed to poor academic performance. However, the factor analysis used in this study relied on the decisions and interpretations of the researcher unlike the descriptive statistics used in the current study which provided validity of empirical results (Trninić et al., 2013).

Nelson (2002) examined effective school discipline practices in East Tennessee. Open-ended questionnaires and interviews were used to gather data in 20 schools. Snow bow sampling was used to select 63 respondents comprising 21 administrators, 22 teachers and 20 parents of grades 5 through 8 students. Data was analyzed inductively. The results showed that principals who involved teachers, students and parents in fostering proper student conduct, encouraged consistency and teamwork, rewarded good behavior and supported teachers in acquiring discipline management skills reduced classroom disruptions and improved academic performance. However, the study used snowball sampling which might not guarantee sample representativeness whereas the current study used stratified sampling to ensure proportional representativeness.

Phuntsho (2021) conducted a qualitative study on disciplinary issues in China. Questionnaires and interviews were utilized to collect information from 15 participants in four urban schools in Thimphu region. Results of the study showed that principals who organized guidance/counseling and life skills programs improved student discipline. It was

suggested that principals should design clearly written policies on student discipline management, specify the roles of counselors and discipline committees and refer students with disruptive behaviors to relevant agencies for further therapy instead of imposing punitive measures. However, the study had a small sample size of 15 respondents which might have limited the generalizability of the results (Faber & Fonseca, 2014) compared to the current study which sampled 91 respondents.

Innocent and Andala (2021) investigated the relationship between student discipline and learning outcomes in secondary schools in Rwanda by adopting correlation research design. Stratification and random sampling were utilized to choose 166 participants who provided data via questionnaires and interviews. It was reported that students' misbehavior negatively affected their test scores although principals in the study ensured regular class attendance, enforcement of school rules and fair administration of punishments to enhance academic excellence. However, the study used a correlation research design which could be expensive and time-consuming compared to the current study's descriptive research design which was cheaper and time-saving in gathering data.

Kiprop (2016) examined how principals in public high schools in Nakuru County, Kenya handled student discipline and its impact on academic achievement. A descriptive survey method was employed. Around 20 parents, 100 educators and 40 learners were sampled from eight schools through random, convenient and stratification methods. Data was gathered through questionnaires and analyzed using descriptive statistics. The study found that principals' formulation of discipline policies, consensus-building among staff, enforcement of rules and participative decision-making improved student discipline and learning outcomes. However, the study used convenience sampling which might have introduced bias whereas the current study used stratified sampling for unbiased data representation.

Mati et al. (2016) explored the effect of student participation in decision-making on the creation of rules and consequences for rule-breakers in public day high schools in Embu West Sub-County. Data was collected from a sample of 210 respondents in four secondary

schools consisting of four (4) principals, 10 teachers, 98 students and 98 parents. The results showed that principals' engagement of students in formulating school rules led to a sense of belonging, responsibility, adherence to rules and inspiration to pursue academic excellence. However, the study did not specifically investigate the impact of principals' focus on student discipline on academic performance in Katulani Sub-County, Kitui County.

2.6 Summary of Literature Review

The literature review revealed that there was a body of research exploring the relationship between various administrative practices of principals and students' academic performance. Some studies such as those conducted by Asogwa et al. (2020), Byaruhanga (2018), Comighud and Arevalo (2020), Khanal and Phyak (2021), Mose (2015) and Nyakundi (2012) found a significant relationship between teacher motivation and students' academic performance while a study by Sadiku (2021) showed no significant relationship. Regarding instructional supervision, studies by Babekula (2018), Kieleko et al. (2017), Makau et al. (2016), Obunga (2019) and Shava et al. (2021) reported a significant influence on learning outcomes whereas Agasisti et al. (2018) and Cheboi (2014) did not find a noteworthy relationship.

The creation of a conducive learning environment was found to have a significant influence on learning outcomes according to studies by Anderson (2008), Awori et al. (2020), Closs et al. (2022), Day et al. (2016), Kamoche (2013) and Maende et al. (2018). Focus on students' discipline by principals was also found to have a significant influence on students' academic performance in studies by Innocent and Andala (2021), Kiprop (2016), Mati et al. (2016), Nelson (2002) and Phuntsho (2021) although Koutrouba (2013) did not observe a remarkable association. This current study contributed to the existing literature by examining the administrative practices of principals on students' academic performance in public secondary schools in Katulani Sub-County, Kitui County hence filling a gap in the research.

2.7 Theoretical Framework

The theoretical framework for this study was the Path-goal Theory of Leadership proposed by Robert House (1971). According to Keya (2019), the theory focuses on how leaders can motivate and guide their subordinates to achieve personal and organizational goals. It suggests that leaders should clarify role expectations, provide clear tasks and goals and specify procedures to be followed. The theory identifies four leadership styles: directive, supportive, participative and achievement-oriented.

In the context of this study, the theory suggested that principals could use different leadership styles and administrative practices to enhance students' academic performance. For example, principals could adopt a directive leadership style by setting clear expectations for teachers and students and establishing unambiguous rules and regulations. They could also be supportive by creating a positive and friendly environment and showing concern for the well-being of their subordinates. Principals could involve teachers and students in decision-making processes allowing for a participative leadership style. Additionally, principals could set high standards for performance and foster a culture of continuous improvement reflecting an achievement-oriented leadership style (Keya, 2019).

The Path-goal Theory emphasizes the interaction between leader behavior and subordinate characteristics such as skills, needs and the environment. It suggests that effective leadership is based on understanding and meeting the needs of subordinates in order to enhance their motivation and performance. Landrum and Daily (2012) noted that the advantages of Path-Goal theory include its result-motivated employees since the members of the team tend to be more effective when they understand what they do and why they do it. The theory provides flexibility in choosing the appropriate leadership style based on the circumstances and the characteristics of the individuals involved.

While the Path-goal Theory offers valuable insights into leadership and motivation, it also has some limitations. According to Landrum and Daily, the theory can be complex to apply in practice as it encompasses various management and leadership concepts. Additionally,

the theory focuses primarily on the influence of leaders on employees and gives less attention to the reciprocal process.

Despite these limitations, the Path-goal Theory was relevant to this study as it provided a framework for understanding how principals could use different administrative practices to improve students' academic performance. By adopting explicit administrative practices that consider the specific context of each classroom, principals could support educators and students in achieving their educational objectives. Instructors and learners could be encouraged to behave well and work hard to achieve better grades if they were convinced that achievement of school goals would add value to their lives. The theory could be deemed as a process in which principals adopt explicit administrative practices that take into account the specific context of each classroom in order to help educators and students succeed in reaching their educational objectives.

2.8 Conceptual Framework

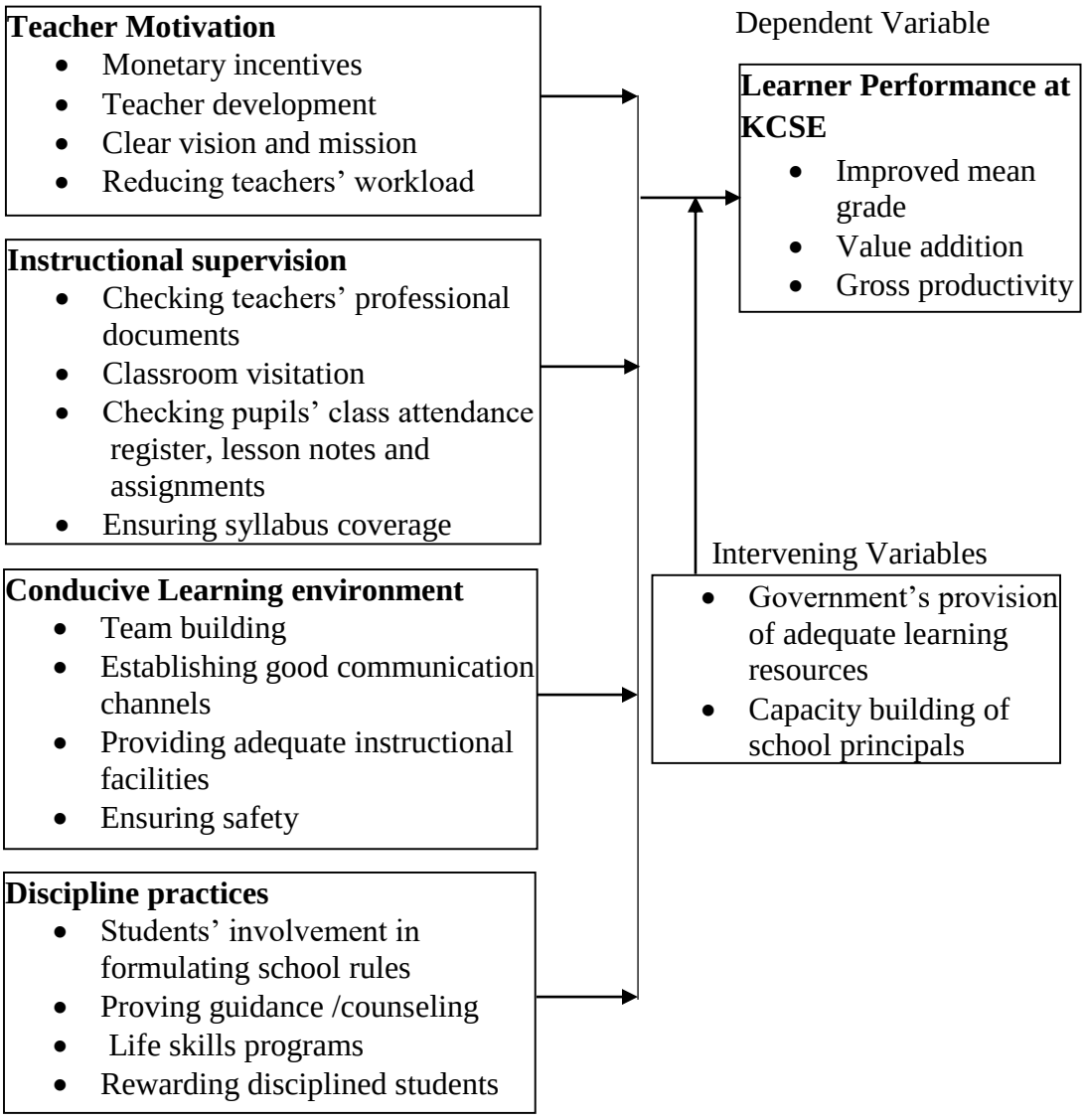

Figure 2.1: Conceptual Framework

Figure 2.1 indicates that learner academic performance at KCSE was determined by teacher motivation, instructional supervision, creation of a conducive learning environment and focus on students' discipline which directly affected learner performance in relation to mean grade, value addition and gross productivity. In case the independent variables were not fully executed by the principals, government's provision of adequate learning resources and capacity building of principals on school administration were the intervening variables that could help the school principals to promote learner academic excellence.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This section outlines the research methodology employed in the study including the research design, target population, sampling techniques and sample size, research instruments, validity and reliability of research instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

The research design adopted for this study was descriptive survey research which aims to gather information about a specific population by administering questionnaires or interviews to individuals (Mugenda & Mugenda, 2009). This design was deemed appropriate as it allowed the researcher to describe how learner academic performance was influenced by the principals' administrative practices in public secondary schools in Katulani Sub-County, Kitui County, Kenya.

3.3 Target Population

The target population refers to all individuals who meet the specific criteria defined for a research investigation (Alvi, 2016). In this study, the target population consisted of 21 principals and 244 teachers from the 21 public secondary schools in Katulani Sub-County. These schools were selected based on their participation in the KCSE examination between 2018-2022 as reported by the Katulani Ministry of Education office (2023).

3.4 Sampling Procedures and Sample Size

A sample is a smaller group of individuals selected from a population for the purpose of conducting a study while sampling refers to the process of selecting the sample from the population (Alvi, 2016). In this study, sampling was conducted to ensure the representation of the entire population accurately. Katulani Sub-County had a total of 21 public secondary schools which were divided into three educational zones: Mulango, Maliku and Katulani. Three schools one from each zone were randomly selected for piloting and they did not

take part in the final study. The remaining 18 schools were included in the study using a census method as suggested by Singh and Masuku (2014). All 18 principals from these schools were purposively selected to participate in the study. According to Mugenda (2011) 30% was appropriate for descriptive survey design. Hence the sample size of teachers constituted 30% of 244 which equated to 73 teachers.

A stratified proportionate sampling method was employed to obtain the sample of teachers. The schools were categorized into three zones based on data from the Sub-County Education office: Mulango zone with seven public secondary schools and 80 teachers, Maliku zone with six secondary schools and 70 teachers and Katulani zone with eight secondary schools and 94 teachers all involved in preparing and presenting candidates for KCSE examinations. Teachers were selected from each zone in a proportionate manner to ensure representation from all zones following the formula stated by Kothari (2011) where proportionate sample members equal sample population multiplied by the ratio of sample size to total population.

The following steps were taken to select teachers from each zone: 24 teachers were chosen from Mulango zone using the formula 73 x (7/21) approximately equal to 24.333 or 24 teachers. Using the formula 73 x (6/21) approximately equal to 20.857 or 21 teachers were selected from Maliku zone and 28 teachers were chosen from Katulani zone using the formula 73 x (8/21) approximately equal to 27.809 or 28 teachers. The total number of teachers selected across all zones was 73.

The random selection of teachers within each zone adhered to the principles outlined by Mugenda and Mugenda (2009). All teachers' names from each zone were written on small pieces of paper, folded and mixed in containers designated for each zone. The researcher then randomly picked 24 teachers from the Mulango zone container, 21 teachers from the Maliku zone container and 28 teachers from the Katulani zone container. Based on the sampling framework presented in Table 3.1 a total of 91 respondents including 18 principals and 73 teachers were included in the sample for this study.

Table 3.1: Sample Size for Teachers

Schools per Zone	Target Population		Proportionate allocation	Sample	Percentage (%)
Mulango	7	80	7/21x73=24.333	24	30.0
Maliku	6	70	6/21x73=20.857	21	30.0
Katulani	8	94	8/21x73=27.809	28	29.8
Total	**21**	**244**		**73**	**89.8**

3.5 Research Instruments

Two different questionnaires were used to gather information for this study (Orodho, 2012). One questionnaire was designed for the principals while the other was for the teachers. The principals' self-rating questionnaire consisted of five sections. Section A collected demographic information about principals. Section B centered on the administrative procedures employed by principals in the realm of motivating teachers. Section C consisted of inquiries regarding the instructional supervision carried out by principals. Section D aimed to gather information about the efforts made by principals to establish a conducive learning environment while Section E collected data on principals' focus on student discipline. The questionnaire utilized a five-point Likert scale (5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree) for the closed-ended questions.

The teachers' questionnaire also consisted of five sections. Section A collected demographic information of teachers while sections B, C, D and E contained similar questions to those in the principals' questionnaire but asked teachers to provide their perceptions on how the principals executed administrative practices in their schools. Section B focused on the administrative procedures utilized by principals in motivating teachers. Section C comprised inquiries regarding the instructional supervision conducted by principals. Section D aimed to collect information about the initiatives taken by principals to create a conducive learning environment while section E gathered data on principals' attention to student discipline.

The use of questionnaires was preferred for their cost-effectiveness, elimination of interviewer bias, ease of administration and analysis and the ability to gather descriptive information within a relatively short time frame (Kothari, 2011; Orodho, 2012). Questionnaires also provided flexibility and ensured standardized procedures (Keith, 2009). The closed-ended items allowed for anonymity, encouraged objectivity among respondents and facilitated the collection of quantitative data with standardized items (Kothari, 2011; Wanjala, 2021). The open-ended items while maintaining anonymity allowed respondents to freely express their views and provide honest answers regarding how principals' administrative practices affected academic performance which might not have been possible in an interview setting (Kothari, 2011).

3.6 Validity of the Research Instruments

Validity refers to the extent to which the research instruments accurately measure the concepts being assessed (Mugenda & Mugenda, 2013). Content validity was established through expert review and pilot testing (Muda et al., 2017). The researcher sought expert judgment from assigned supervisors to ensure that the research instruments aligned with the study's objectives. Three public secondary schools that were not included in the final research were involved in a pilot study to evaluate the data collection techniques. Feedback from the supervisors and the outcomes of the pilot study were used to refine, add or modify any unclear questions in the final instruments. Adjustments were made to the wording of certain items to enhance clarity and precision. For example, on teacher motivation the words “to ensure their continuous professional development” were removed from the second item and the words “establishing achievable goals” in the third item were replaced with the word mission in both questionnaires. The fourth item on instructional supervision which read ‘The principal checks teachers’ class attendance register weekly’ was modified to read: The principal monitors learners’ performance by checking their class attendance register, lesson notes and assignments weekly.

3.7 Reliability of the Research Instruments

Reliability refers to the consistency of the research instruments in producing the same results when tested multiple times (Mugenda & Mugenda, 2013). The reliability of the

research instruments was assessed using the test-retest method to determine their dependability in measuring the administrative practices of principals on learners' achievement. A subset of principals and teachers who were not involved in the final research received the instruments from the researcher and completed them. The responses were manually scored. After a period of one and a half weeks, the same instruments were administered to the same group of principals and teachers and their responses were scored manually. The reliability of the instruments was determined by correlating the results of both tests using Pearson's Product Moment Correlation Coefficient (r) to assess the internal consistency of the research tools.

$$r = \frac{n \Sigma x y - \Sigma x . \Sigma y}{\sqrt{[n\Sigma x^2 - (\Sigma x)^2][n\Sigma y^2 - (\Sigma y)^2]}}$$

Where;

Σx = sum of x scores=45

Σy = sum of y scores=60

Σx^2 = sum of the squared x scores=80

Σy^2 = sum of the squared y scores=180

$\Sigma x y$=sum of the products of paired x and y scores=441

n= number of paired score=9

Thus reliability of the principals' questionnaire;

$$r = \frac{9(441) - 45(60)}{\sqrt{[9-(80) -2025][9(180) -3600]}} = 0.79$$

The same formula was applied to obtain a reliability of 0.76 for the teachers' questionnaire. According to Mugenda (2011), an instrument may be considered very reliable if the coefficient is more than 0.7. The reliability results are displayed in Table 3.2.

Table 3.2: Reliability of Instruments

	Reliability coefficients (r)
Principals' questionnaire	0.79
Teachers' questionnaire	0.76

Table 3.2 shows that the reliability coefficient values were above 0.7 thus the instruments were credible.

3.8 Data Collecting Procedures

Approval for the study was obtained from the Board of Postgraduate Studies (BPS) of SEKU and the National Commission for Science, Technology and Innovation (NACOSTI). Permission was also granted by the Kitui County Director of Education to conduct the research in Kitui County while further permission was obtained from the Katulani Sub-County Deputy County Commissioner and the Sub-County Director of Education. The researcher scheduled meetings with the sampled school principals where permission documents, an introduction letter and an explanation of the study's objectives were provided. The principals then introduced the researcher to the teachers. The research instruments were personally handed to administrators and teachers and any questions they had were addressed. Sufficient time was given for participants to complete the questionnaires and the completed questionnaires were collected.

3.9 Data Analysis Techniques

The qualitative and quantitative data collected from the questionnaires were sorted to remove any incomplete instruments and then they were coded and entered into a database. The data was thoroughly proofread to ensure accuracy. Descriptive analyses such as means, frequencies and percentages and inferential analyses such as correlations, chi-square tests and regression coefficients were conducted using SPSS version 23 on the quantitative data obtained from the closed-ended questions. The significance level for the findings was set at an alpha level of 0.05. Means and frequency distribution tables were used to present the results of the data analysis on the respondents' demographic characteristics and

administrative practices. Qualitative data from the open-ended questions were transcribed into themes and presented narratively according to the research objectives.

The first research objective was analyzed using Pearson's correlation coefficient to determine the association, direction and strength of the relationship between principals' motivation of teachers and learners' academic performance. The second objective was analyzed using the chi-square test to determine the extent of the relationship between principals' instructional supervision and students' academic achievement. The third objective was analyzed using Pearson's correlation coefficient to determine the association, direction and strength of the relationship between the creation of a conducive learning environment by principals and learners' academic performance. The fourth objective was analyzed using the chi-square test to determine the extent of the relationship between principals' focus on students' discipline and learners' academic attainment. Multiple Regression Analysis (MRA) was used to assess the combined contribution of administrative practices including principals' motivation of teachers, instructional supervision, creation of a conducive learning environment and focus on students' discipline in predicting learners' academic performance.

3.10 Ethical Considerations

Ethical considerations were carefully addressed throughout the research process. Permission was obtained from the relevant authorities and participants were treated with respect. Each participant received a letter of introduction explaining the study's objectives, methods and potential benefits thus ensuring their informed consent. Participants were informed that their participation was voluntary. Confidentiality was assured by not allowing respondents to indicate their name or the name of their school on the questionnaire. All authors and content sources were properly referenced.

CHAPTER FOUR

4.0 RESEARCH RESULTS

4.1 Introduction

This chapter presents the findings of the study which aimed to examine the influence of principals' administrative practices on students' academic performance in public secondary schools in Katulani Sub-County, Kenya. The results were analyzed using descriptive and inferential statistics and they were interpreted, discussed and presented in relation to the research objectives which focused on principals' motivation of teachers, instructional supervision, creation of a conducive learning environment and focus on students' discipline. The reported information also included questionnaire return rate and participants' demographics.

4.2 Questionnaire Return Rate

The questionnaire return rate refers to the percentage of participants who returned complete questionnaires out of the total sample contacted for the research (Mugenda & Mugenda, 2013). For this study, a total of 18 questionnaires were issued to principals and 73 questionnaires were issued to teachers. Out of these, 17 questionnaires from principals constituting 94.44% return rate and 69 questionnaires from teachers representing 94.52% return rate were returned and used for data analysis. The findings are displayed in Table 4.1.

Table 4.1: Questionnaires Return Rate

Participants	Questionnaires issued	Returned	Return rate
Principals	18	17	94.44%
Teachers	73	69	94.52%
Total	**91**	**86**	**94.51%**

Table 4.1 indicates that the overall return rate for the study was 94.51%. The high return rate indicated a good level of participation and ensured a representative sample for analysis. Response rates of 50% are considered sufficient for investigation and communication, 60%

are considered outstanding and response rates of 70% or higher are considered very good according to research by Mugenda and Mugenda (2009). The response rate was high for the research since over 70% of those who might have participated did. The data processing was aided by this feedback leading to a better sample depiction and more accurate generalization.

4.3 Demographic Information of the Respondents

Teachers and principals were asked to provide demographic information including gender, age, highest educational achievement and years of working experience.

4.3.1 Gender of the participants

The demographic information on gender of the principals and teachers was summarized in Table 4.2.

Table 4.2: Teachers' and Principals' Responses on their Gender

	Teachers		Principals	
Gender	**Frequency**	**Percent**	**Frequency**	**Percent**
Male	35	50.7	9	52.9
Female	34	49.3	8	47.1
Total	**69**	**100.0**	**17**	**100.0**

The findings revealed that among the principals, 52.9% were male and 47.1% were female. In the case of teachers, 50.7% were male and 49.3% were female. These results indicated a relatively balanced gender representation among principals and teachers. The results complied with Article 232 (i) of the 2010 Kenya Constitution which guarantees equal rights for men and women. The ratio of male to female among principals and teachers met the one third gender rule.

4.3.2 Distribution of Respondents by Age

The educators and principals were requested to specify their age which reflected their levels of physical maturity. Table 4.3 demonstrates the findings obtained.

Table 4.3: Teachers' and Principals' Responses on their Age

	Teachers		Principals	
Age in Years	**Frequency**	**Percent**	**Frequency**	**Percent**
Below 30	22	31.9	1	5.9
31-40	26	37.7	2	11.8
41-50	18	26.1	5	29.4
Above 50	3	4.3	9	52.9
Total	**69**	**100.0**	**17**	**100.0**

According to Table 4.3, 52.9% of the principals were above the age of 50 while 29.4% were between the ages of 41 and 50. Only 5.9 percent of them were less than 30 years old while 11.8 percent were in that age range of 31 and 40 years. According to the data, 37.7% of the educators surveyed were in the 31-40 age bracket and 31.9% were younger than 30 years. There were 26.1% of the teachers between the ages of 41 and 50 and just 4.3% above the age of 50. The results indicate that the large proportion of young teachers were active thus they could teach effectively to boost learner's attainment in academics. The proportion of teachers appear to decrease as their age advances implying that the teachers qualify to be appointed as principals when they advance in age and gain competency to select and execute appropriate administrative actions and enhance learning outcomes. The findings comply with sub-sections 73 (a) and (b) of the Code of Regulations for Teachers in which TSC takes into account merit, competence, seniority and experience of a teacher before the teacher is promoted to be a school administrator.

4.3.3 Distribution of Respondents by Academic Qualifications

A teacher's career path is decided by their level of education. All school administrators and teachers were requested to show their highest education attainment. Table 4.4. shows the outcomes.

Table 4.4: Teachers' and Principals' Responses on their Highest Educational Achievement

Academic level	Teachers		Principals	
	Frequency	Percent	Frequency	Percent
Diploma	4	5.8	2	11.8
Post graduate Diploma	10	14.5	3	17.6
Bachelor's Degree	48	69.6	8	47.1
Master's Degree	6	8.7	4	23.5
PhD	1	1.4	0	0 .0
Total	**69**	**100.0**	**17**	**100.0**

Most 47.1 % of the principals as illustrated in Table 4.4 possessed a bachelor of education degree followed by 23.5% with Masters in Education while only 11.8 % were Diploma holders and 17.6 % had attained a Post Graduate Diploma in education. None of the participants had attained a PhD. The results also indicate that plurality of educators 69.6% held a Bachelor's Degree followed by 14.5 % with Post Graduate Diploma and only 8.7% had a Master's degree. About 5.8% of the teachers held a Diploma while 1.4% had attained a PhD. The results show that majority of the educators in Katulani Sub-County possessed the professional qualification to teach and they were familiar with the administrative practices that affected learning outcomes.

However, the results indicated that fewer instructors held a Master's Degree as contrasted with the principals. Therefore, the principals had acquired relevant professional skills that could enable them to implement proper administrative practices to promote academic excellence among learners in Katulani Sub-County, Kitui County hence their responses were agreeable. These results are in conformity with the Teachers Service Commission ACT, 2012 Section 35 subsection 2 (a) which states that all qualified teachers should take up career development courses (Republic of Kenya, 2012). Nevertheless, the results are not in line with Musau and Migosi (2015) who found a weak association between teachers' educational attainment and students' performance.

4.3.4 Distribution of Respondents by Professional Experience

The years of professional experience of the principals and teachers were also examined to assess their familiarity with administrative practices and their potential impact on student academic success. The participants were asked to indicate their years of service in the education sector. Table 4.5. shows the findings.

Table 4.5: Teachers' and Principals' Responses on their Years of Service in the Education Sector

	Teachers		Principals	
Experience in Years	**Frequency**	**Percent**	**Frequency**	**Percent**
Less than 5	19	27.5	3	17.6
5-10	31	44.9	8	47.1
11-15	5	7.2	2	11.8
16-19	8	11.6	3	17.6
More than 19	6	8.7	1	5.9
Total	**69**	**100.0**	**17**	**100.0**

Data in Table 4.5 reveals that a large proportion of the head teachers 47.1 % had been in their roles for between 5 and 10 years followed by 17.6% with an experience of less than five years and another 17.6% having served for between 16 and 19 years. About 11.8 % of the principals had been in their positions for 11-15 years while just 5.9% had worked for over 19 years. It was also established that most 44.9% of the instructors had taught for 5 - 10 years followed by 27.5% with fewer than five years of experience and 11.6% with 16-19 years. The least number of educators 8.7% had a professional experience of more than 19 years.

The findings reveal that most of the instructors 72.4% had taught for a period not exceeding 10 years whereas the vast majority of head teachers 82.4% had been in their positions for over five years. The findings suggest that the less experienced educators in Katulani Sub-County's high schools were first given other administrative roles such as

subject heads, deans of curriculum, heads of departments and deputy principals to gain more experience on administrative practices before they could be appointed as principals. It also means that many principals were adequately exposed to management practices and were thus able to competently guide the teachers to apply better pedagogical approaches that could result in the improvement of students' learning outcomes. The findings concur with Clark et al. (2009) who found that schools perform better when they are led by experienced principals. Mwendia (2018) concurred that the length of service exposes people to administrative policies and guidelines which significantly impact on school performance.

4.3.5 Teacher's Responses on their Responsibilities

The instructors were requested to state their responsibilities. Table 4.6 presents the responses.

Table 4.6: Teacher's Responses on their Responsibilities

Responsibility	Frequency	Percent
Deputy Principal	7	10.2
Dean of Curriculum	25	36.2
Head of Department	14	20.3
Subject Head	13	18.8
Class teachers	10	14.5
Total	**69**	**100.0**

According to Table 4.6, a large proportion 36.2% of the instructors were deans of curriculum followed by 20.3 % who were heads of departments while 18.8% were subject heads. Only 10.2% were deputy principals and other 14.5% were assistant instructors. The results suggested that majority of the educators held management positions in their schools before they could be appointed as principals hence they were able to provide appropriate responses based on their knowledge and experience.

4.4 Teacher Motivation by Principals and Learner's Academic Performance

The first objective of this study was to establish the effect of teacher motivation on learner's achievement at KCSE in public secondary schools in Katulani Sub- County, Kitui County. The educators were asked to show their level of agreement with the items in Table 4.7 using a 5 point Likert scale with; strongly agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1).

Table 4.7: Teachers' Response on Teacher Motivation by Principals and Learner's Academic Performance

Statement	5		4		3		2		1	
	F	%	F	%	F	%	F	%	F	%
The principal awards teachers material incentives such as money and certificates of appreciation for leaners' good performance	31	44.9	25	36.2	6	8.7	4	5.8	6	8.7
The principal often sponsors teachers to attend in-service courses to be updated with skills for assisting learners to perform better	25	36 .2	25	36.2	6	8.7	7	10.1	6	8.7
The principal creates and articulates a clear vision and mission to provide leadership towards achieving the set educational goals	30	43.5	23	33.3	8	11.6	7	10.1	1	1.4
The principal makes arrangements to reduce teachers' workloads to allow them enough time to cater for students' individual differences	26	37.7	25	36.2	11	15.7	5	7.2	2	2.9

Table 4.7 presents the findings related to principals' motivation of teachers as reported by the teachers. It shows the distribution of responses for each statement regarding principals' incentives and support for teachers to improve the academic performance of learners. According to the responses from the teachers a majority agreed or strongly agreed that the principal awarded them material incentives for learners' good performance as 44.9% strongly agreed and 36.2% agreed. However, a small percentage disagreed or strongly disagreed with this statement. That is, 5.8% disagreed, 8.7% strongly disagreed and other 8.7% had no opinion. In terms of the principal's creation and articulation of a clear vision and mission to provide leadership towards achieving the set educational goals a significant proportion of teachers 43.5% strongly agreed and 33.3% agreed. However, a minority 10.1% disagreed, 1.4% strongly disagreed and some 11.6 % were uncertain.

Regarding the principal's efforts to reduce teachers' workloads to allow them enough time to cater for students' individual differences, most teachers 37.7% strongly agreed and 36.2% agreed. A small percentage 7.2% disagreed, 2.9% strongly disagreed and a notable proportion 15.7% were unsure. Furthermore, a majority of teachers confirmed that the principal often sponsored them to attend in-service courses to be updated with skills for assisting learners to perform better since 36.2% strongly agreed and 36.2% agreed. However, a portion 10.1% disagreed, 8.7% strongly disagreed and some other 8.7% expressed uncertainty.

The administrators were requested to indicate their agreement level with the items in Table 4.8 using a 5-point Likert scale ranging from strongly agree (5), agree (4), undecided (3), disagree (2) to strongly disagree (1).

Table 4.8: Principals' Response on Teacher Motivation and Learner's Academic Performance

Statement	5		4		3		2		1	
	F	%	F	%	F	%	F	%	F	%
The principal awards teachers material incentives such as money and certificates of appreciation for learners' good performance	11	64.7	6	35.3	0	0.0	0	0.0	0	0.0
The principal often sponsors teachers to attend in-service courses to be updated with skills for assisting learners to perform better	9	52.9	5	29.4	1	5.9	1	5.9	1	5.9
The principal creates and articulates a clear vision and mission to provide leadership towards achieving the set educational goals	7	41.2	5	29.4	2	11.8	2	11.8	1	5.9
The principal makes arrangements to reduce teachers' workloads to allow them enough time to cater for learners' individual differences	4	23.5	10	58.8	1	5.9	1	5.9	1	5.9

A vast majority of the principals 64.7% strongly agreed and 35.3% agreed that the principal awarded teachers material incentives such as money and certificates of commendation for learners' good performance as indicated in Table 4.8. Many principals confirmed that the principal made arrangements to reduce teachers' workloads to allow them enough time to cater for learners' individual differences as displayed by 58.8 percent who agreed and 23.5 percent who strongly agreed. However, 5.9 percent disagreed, additional 5.9% strongly disagreed and another 5.9 percent were indecisive. Around 52.9% of the principals gave a strong agreement and another 29.4 percent gave an agreement that the principal often paid for teachers to attend in-service courses to be updated with skills for assisting learners to perform better. All the same, 5.9 percent strongly disagreed, another 5.9 percent disagreed and still another 5.9 percent were undecided. Majority of the principals were of the view that the principal creates and articulates a clear vision and mission to provide leadership towards achieving the set educational goals as pointed out by 41.2 % of those who extremely agreed and 29.4% who accepted. Nevertheless, 11.8 percent disagreed and 5.9 percent strongly disagreed while another 11.8 percent were hesitant.

Table 4.9: Correlation Between Teachers' Views on Teacher Motivation by Principals and Learner's Academic Performance

		Teacher Motivation	**Learner's Academic performance**
Teacher Motivation	Pearson Correlation	1	.645 (**)
	Sig. (2-tailed)		.000
	N	69	69
Learner's Academic Performance	Pearson Correlation	.645(**)	1
	Sig. (2-tailed)	.000	
	N	69	69

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

The results of the study as shown in Table 4.9 indicate a positive correlation between teacher motivation by principals and learner's academic performance at KCSE with a

correlation coefficient of r (69) = 0.645 and a significance level of $p < 0.05$. This suggests that effective motivation of tutors by principals has a positive impact on the academic performance of students.

Furthermore, correlation analysis was conducted to examine the relationship between principal's feedback and learner's academic performance. The findings of this analysis are presented in Table 4.10.

Table 4.10: Correlation between Principals' Response on Teacher Motivation by Principals and Learner's Academic Performance

		Teacher Motivation by principals	Learner's Academic performance
Teacher Motivation by principals	Pearson Correlation	1	.623(**)
	Sig. (2-tailed)		.000
	N	17	17
Learner's Academic performance	Pearson Correlation	.623(**)	1
	Sig. (2-tailed)	.000	
	N	17	17

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

The findings from Table 4.10 revealed a moderate positive correlation with a correlation coefficient of r (17) = 0.623 and a significance level of $p < 0.05$ between teacher motivation by principals and learner's academic performance at KCSE. This suggests that when principals effectively motivate teachers, there is a positive impact on students' academic performance.

In addition to the quantitative analysis, qualitative data were collected from principals and educators to gather their perspectives on how the motivation of teachers by principals

impacted student performance in Kitui County, Kenya. These qualitative findings offered additional insights into the relationship between teacher motivation and learner's academic performance by highlighting the varying perspectives among principals and teachers.

Twelve principals representing 71% of the sample and 52 teachers surveyed representing 75.4% of the sample, the majority said that teacher motivation by the principal was directly proportional to learner's academic performance. Among the teachers, 45 respondents constituting 65.2% of the sample expressed that motivated teachers worked harder and were more committed to supporting students in improving their academic performance. However, a smaller group consisting of five principals and 17 teachers representing 29% and 24.6% respectively stated that learner's academic achievement did not solely depend on teacher motivation. One teacher even pointed out that high-achieving students in a positive learning environment performed well even when taught by demotivated teachers meaning that teacher motivation is not the only administrative practice that forecasts learning outcomes.

4.5 Principals' Instructional Supervision and Learner's Academic Performance

The research aimed to determine the effect of principals' supervision of instruction on students' attainment at KCSE in Katulani Sub-County. Table 4.11 contains a series of statements in which tutors were asked to show their level of agreement with the items using the 5 point Likert scale stretching from strongly agree (5), agree (4), undecided (3), disagree (2) to strongly disagree (1).

Table 4.11: Teachers' Response on Principals' Instructional Supervision and Learner's Academic Performance

Statement	5		4		3		2		1	
	F	%	F	%	F	%	F	%	F	%
The principal checks teachers' schemes of work, lesson plans, record of work covered and pupils' progress records	31	44.9	25	36.2	6	8.7	4	5.8	3	4.3
The principal has time tables for monitoring learning experiences to ensure that the syllabus is covered on time	25	36.2	22	31.9	12	17.4	7	10.1	3	4.3
The principal frequently visits classrooms and provides constructive feedback to teachers and learners after classroom observations	35	50.7	27	39.1	3	4.3	1	1.4	3	4.3
The principal monitors learners' performance by checking their class attendance register, lesson notes and assignments weekly	37	53.6	23	33.3	5	7.2	2	2.9	2	2. 9

Plurality of the educators' viewpoints as illustrated in Table 4.11 showed that the head teacher monitored learners' performance by checking their class attendance register, lesson notes and assignments on weekly basis as illustrated by 53.6 percent who strongly agreed and 33.3 percent who agreed. Nevertheless, 2.9 percent disagreed and another 2.9 percent

strongly disagreed whereas 7.2 percent were undecided. This was followed by a considerable proportion of the instructors who affirmed that the head teacher frequently visited classrooms and provided constructive feedback to teachers and learners after classroom observations as shown by 50.7 percent who strongly agreed and 39.1 percent who agreed. Nonetheless, 4.3 percent strongly disagreed and 1.4 percent agreed while 4.3 percent were unresolved.

Similarly, most of the teachers accepted the statement that the principal checked professional documents as indicated by 44.9 percent who strongly accepted and 36.2 percent who accepted the item. However, 5.8 percent disagreed and 4.3 percent strongly disagreed whereas 8.7 percent were doubtful. The item that the principal had time tables for monitoring learning experiences to guarantee timely syllabus coverage was supported by many teachers as illustrated by 36.2 percent who strongly agreed and 31.9 percent who agreed. Nevertheless, 10.1 percent disagreed and 4.3% strongly disagreed while 17.4 percent were unsure.

Table 4.12 comprises a set of statements where principals were requested to express their level of agreement using a 5-point Likert scale spanning from strongly agree (5), agree (4), undecided (3), disagree (2) to strongly disagree (1).

Table 4.12: Principals' Response on Instructional Supervision and Learner's Academic Performance

Statement	5		4		3		2		1	
	F	%	F	%	F	%	F	%	F	%
The principal checks teachers' schemes of work, lesson plans, record of work covered and pupils' progress records	9	52.9	6	35.3	1	5.9	1	5.9	0	0.0
The principal has time tables for monitoring learning experiences to ensure that the syllabus is covered on time	7	41.2	6	35.3	2	11.8	0	0.0	2	11.8
The principal frequently visits classrooms and provides constructive feedback to teachers and learners after classroom observations	5	29.4	7	41.1	2	11.8	2	11.8	1	5.9
The principal monitors learners' performance by checking their class attendance register, lesson notes and assignments weekly	8	47.1	5	29.4	2	11.8	1	5.9	1	5. 9

Based on the findings presented in Table 4.12, the majority of principals agreed with several statements related to instructional supervision practices. Specifically, 52.9%

strongly agreed and 35.3% agreed that the principal checked teachers' professional documents including schemes of work, lesson plans, record of work covered and pupils' progress records. Only 5.9 % disagreed and another 5.9% were undecided about this practice. Additionally, a large number of principals 47.1% strongly agreed and 29.4% agreed that they monitored learners' performance by checking the students' class attendance register, lesson notes and assignments weekly. However, 5.9% disagreed, 5.9% strongly disagreed and 11.8% were undecided regarding this practice.

Furthermore, the study found that a majority of principals 41.2% strongly agreed and 35.3% believed in having timetables for monitoring learning experiences to ensure that the curriculum was covered on time. However, 11.8% strongly agreed and another 11.8 % disagreed with this statement. Lastly, most principals 41.1% agreed and 29.4% strongly acknowledged the importance of the principal frequently visiting classrooms and providing constructive feedback to teachers and learners after classroom observations. However, 11.8% expressed disagreement, 5.9% strongly expressed disagreement and an additional 11.8% remained undecided about this practice.

Table 4.13: Chi-square Test on Teachers' Views on Principals' Instructional Supervision and Learner's Academic Performance

	Value	**Df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	26.928(a)	4	.000
Likelihood Ratio	23.003	4	.000
Linear-by-Linear Association	18.080	1	.000
N of Valid Cases	69		

The findings presented in Table 4.13 indicate that a chi-square test was conducted to determine the relationship between head teachers' instructional supervision and learner's academic performance at KCSE in Katulani Sub-County, Kitui County. The chi-square value was reported as $\chi 2$ (1,4) = 26.928 with a p-value of .000. The results showed that there was a statistically significant relationship between principals' instructional

supervision and learner's academic performance. This means that the instructional supervision practices employed by head teachers had an impact on the academic performance of students in the studied context. The p-value of .000 indicated that the relationship was highly significant and unlikely to occur by chance alone.

Table 4.14: Chi-square Test on Principals' Views on Instructional Supervision and Learner's Academic Performance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.451[a]	16	.000
Likelihood Ratio	19.376	16	.000
Linear-by-Linear Association	3.598	1	.000
N of Valid Cases	17		

Table 4.14 presents the results of a Pearson chi-square test with the chi-square value reported as $\chi 2$ (1,4) = 28.451 and a p-value of .000. This indicates that there was a statistically significant association between principal's opinions on instructional supervision and learner's educational achievement. The findings suggest that the views expressed by principals on instructional supervision had a significant impact on learner's academic performance.

Additionally, qualitative data from teachers and principals further supported the importance of effective instructional supervision in improving student performance. Sixty-one teachers representing 88.4 percent stated that proper supervision of instruction led to more efficient syllabus coverage resulting in higher levels of student achievement. Similarly, a significant proportion 14 principals representing 82.3% emphasized that their supervision of teachers' instructional activities helped to ensure that teachers remained focused and committed to their responsibilities.

4.6 Principals' Creation of a Conducive Learning Environment and Learner's Academic Performance

The third objective of this study aimed to determine how principals' efforts in creating a positive learning environment influenced learner's academic achievement at KCSE in public sec

ondary schools in Katulani Sub-County, Kitui County. Teachers were asked to indicate their level of agreement with each item presented in Table 4.15 using a 5-point Likert scale ranging from strongly agree (5), agree (4), undecided (3), disagree (2) to strongly disagree (1).

Table 4.15: Teachers' Response on Principals' Creation of a Conducive Learning Environment and Learner's Academic Performance

Statement	5		4		3		2		1	
	F	%	F	%	F	%	F	%	F	%
The principal encourages teamwork among the staff and students around instructional best practices	43	62.3	15	21.7	8	11.6	1	1.4	2	2.9
The principal diagnoses, understands and addresses the needs of teachers and students to ensure their mental and physical safety	25	36.2	31	44.9	7	10.1	4	5.8	2	2.9
The principal encourages and maintains open communication and a culture of respect and trust with and among teachers and learners	36	52.2	22	31.9	4	5.8	2	2.9	1	1.4
The principal provides adequate instructional facilities such as classrooms, well equipped laboratories and libraries with updated instructional materials to increase teacher-leaner interaction	17	29.0	32	46.4	7	10.1	5	7.2	5	7. 2

Table 4.15 depicts that a sizable number of educators believed that their principal actively promoted staff and learner collaboration on instructional best practices as illustrated by 62.3 % who extremely agreed and 21.7% who were in agreement. Contrarily, a small proportion of the teachers 2.9 % strongly disagreed and 1.4% disagreed whereas 11.6 were undecided. Majority of the teachers were in one accord that the principal encourages and maintains open communication and a culture of respect and trust with and among teachers and students as exemplified by 52.2% who strongly agreed and 31.9 % who agreed. Conversely, 2.9 % disagreed, 1.4% strongly disagreed and still 5.8% were unsure.

Comparatively, most of the instructors 44.9% agreed and 36.2% strongly agreed that the head teacher diagnoses, understands and addresses the needs of teachers and students to ensure their mental and physical safety. On the other hand, 5.8% disagreed, 2.9 % strongly disagreed and yet 10.1 % were uncertain. Majority of the teachers confirmed that the principal provides adequate instructional facilities such as classrooms, well equipped laboratories and libraries with updated instructional materials to increase teacher-leaner interaction as indicated by 46.4 % who agreed and 29.0% who strongly agreed. Contrarily, 7.2 % disagreed, another 7.2 % strongly disagreed and still 10.1% had no opinion.

Principals were requested to express their agreement level with each item in Table 4.16 by utilizing a 5-point Likert scale with options ranging from strongly agree (5), agree (4), undecided (3), disagree (2) to strongly disagree (1).

Table 4.16: Principals' Response on their Creation of a Conducive Learning Environment and Learner's Academic Performance

Statement	5		4		3		2		1	
	F	%	F	%	F	%	F	%	F	%
The principal encourages teamwork among the staff and students around instructional best practices such as team teaching	9	52.9	4	23.5	1	5.9	2	11.8	1	5.9
The principal diagnoses, understands and addresses the needs of teachers and students to ensure their mental and physical safety	6	35.3	8	47.1	1	5.9	1	5.9	1	5.9
The principal encourages and maintains open communication and a culture of respect and trust with and among teachers and learners	10	58.8	2	11.8	2	11.8	2	11.8	1	5 .9
The principal provides adequate instructional facilities such as classrooms, well equipped laboratories and libraries with updated instructional materials to increase teacher-leaner interaction	4	23.5	6	35.3	2	11.8	3	17.6	2	11. 8

Table 4.16 illustrates that a large number of the principals were having consensus that the principal encouraged and maintained open communication and a culture of respect and

trust with and among teachers as demonstrated by 58.8 % who strongly agreed and 11.8 % who agreed. Conversely, 11.8% disagreed, 5.9 % strongly disagreed and still another 11.8% were indecisive. The majority of principals 52.9% strongly agreed and 23.5% agreed that the head teacher supported cooperation among the staff and learners around instructional best practices. Conversely, 5.9% strongly disagreed and 11.8 % disagreed while another 5.9% were unresolved. Similarly, most of the principals reasserted that the principal diagnosed, understood and addressed the needs of teachers and students to ensure their mental and physical safety as indicated by 47.1% who agreed and 35.3% who strongly agreed. However, 5.9% disagreed, another 5.9% strongly disagreed while still another 5.9% were undecided. It was clear that most of the principals accepted that the principal provided enough instructional facilities such as classrooms, well equipped laboratories and libraries with updated instructional materials to increase teacher-leaner interaction as indicated by 35.3% who agreed and 23.5% who strongly agreed. Nevertheless, 17.6% disagreed, 11.8% strongly disagreed and yet another 11.8 were indecisive.

Table 4.17: Correlation Between Teachers' Views on Principals' Creation of a Conducive Learning Environment and Learner's Academic Performance

		Creation of a conducive learning environment	**learner's academic performance at KCSE**
Creation of a conducive learning environment	Pearson Correlation	1	.711(**)
	Sig. (2-tailed)		.000
	N	69	69
Learner's academic performance at KCSE	Pearson Correlation	.711 (**)	1
	Sig. (2-tailed)	.000	
	N	69	69

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

The data in Table 4.17 demonstrates that there was a strong positive relationship r (69) = 0.711, p<0.05 between principals' creation of a conducive learning environment and learner's academic performance in KCSE at public secondary schools in Katulani Sub-County.

Table 4.18: Correlation Between Principals' Responses on Conducive Learning Environment and Learner's Academic Performance

		Conducive learning Environment	**Learner's Academic Performance at KCSE**
Conducive learning Environment	Pearson Correlation	1	.601(**)
	Sig. (2-tailed)		.000
	N	17	17
Learner's Academic Performance at KCSE	Pearson Correlation	.601(**)	1
	Sig. (2-tailed)	.000	
	N	17	17

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

Table 4.18 presents the findings of the study indicating a strong positive relationship between the creation of a conducive learning environment by principals and learner's academic performance at KCSE. The correlation coefficient, r (17) = 0.601 and the p-value of less than 0.05 demonstrated that this relationship was statistically significant.

The qualitative data obtained from teachers' perspectives on how the principals' creation of a conducive learning environment impacted on Lerner performance in Katulani Sub-County further supported the importance of a favorable learning atmosphere in influencing academic performance. A large number of 54 teachers constituting 78.3% reported that the learning environment positively impacted on the learners' academic performance. This finding was reaffirmed by thirteen principals representing 76.5% who asserted that the conducive learning environment created by the principal in their school had greatly boosted learners' academic performance.

4.7 Principals' Focus on Students' Discipline and Learner's Academic Performance

The final objective of the study aimed to determine how the focus of head teachers on students' discipline influenced learner's academic performance at KCSE in public secondary schools in Katulani Sub-County, Kitui County. Teachers were asked to indicate their level of agreement with the statements presented in Table 4.19 using a 5-point Likert scale ranging from strongly agree (5), agree (4), undecided (3), disagree (2) to strongly disagree (1).

Table 4.19: Teacher's Response on Principals' Focus on Students' Discipline and Learner's Academic Performance

Statement	5		4		3		2		1	
	F	%	F	%	F	%	F	%	F	%
The principal involves students in formulating and implementing school rules and regulations	34	49.3	21	30.4	4	5.8	7	10.1	1	2.9
The principal rewards students for good behavior	18	26.1	33	47.8	7	10.1	6	8.7	5	7.2
The principal organizes guidance and counseling programs for students	35	50.7	18	26.1	8	11.6	4	5.8	4	5.8
The principal assists learners to acquire life skills to reduce classroom disruptions	23	33.3	31	44.9	5	7.2	5	7.2	5	7. 2

About half 50.7 percent of the educators as exhibited in Table 4.19 believed that the principal arranged guidance and counseling programs for students and 26.1% agreed. However, 5.8% of respondents disagreed, more 5.8% strongly disagreed and 11.6% were unsure. About 49.3 percent of tutors strongly agreed and 30.4 percent agreed that the principal included students in developing and enforcing school rules and regulations. But 10.1% were not in agreement including 2.9% who strongly disapproved and 5.8% who

were not sure. In addition, 47.8% of educators agreed and 26.1% were very confident that the principal rewarded pupils for excellent conduct. Still 8.7% of the instructors were not in agreement, 7.2% were extremely not in agreement and 10.1% were not sure. To prevent disturbances in the classroom, many educators 44.9 % agreed and 33.3% strongly agreed that the principal helped learners to acquire life skills. Nonetheless, 7.2% disagreed and another 7.2% disagreed while another 7.2% were uncertain.

Administrators were requested to express their degree of agreement with the statements outlined in Table 4.20 by utilizing a 5-point Likert scale which spans from strongly agree (5), agree (4), undecided (3), disagree (2) to strongly disagree (1).

Table 4.20: Principals' Response on their Focus on Students' Discipline and Learner's Academic Performance

Statement	**5**		**4**		**3**		**2**		**1**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
The principal involves students in formulating and implementing school rules and regulations	8	47.1	5	29.4	1	5.9	1	5.9	2	11.8
The principal rewards students for good behavior	7	41.2	7	41.2	1	5.9	1	5.9	1	5.9
The principal organizes guidance and counseling programs for students	5	29.4	7	41.2	2	11.8	2	11.8	1	5.9
The principal assists learners to acquire life skills to reduce classroom disruptions	5	29.4	7	41.2	2	11.8	2	11.8	1	5.9

Table 4.20 demonstrates that most principals 47.1% strongly agreed, 29.4% agreed that the school principal involved students in formulating and implementing rules and regulations. Around 41.2% of the head teachers strongly agreed and another 41.2 percent agreed that

the principal rewarded pupils for excellent conduct. However, 5.9% of the executives were not in agreement. Another 5.9 strongly disagreed and yet another 5.9 % were indecisive. The item that the principal assisted learners to acquire life skills to reduce classroom disruptions was confirmed by 41.2 % who agreed and 29.4% who strongly agreed. On the other hand, 11.8% disagreed, 5.9% strongly disagreed and yet another 11.8% were indecisive. A large number of principals were in conformity that the principal organized guidance and counseling programs as indicated by 29.4 percent who strongly agreed and 41.2% who agreed. However, 11.8 disagreed and 5.9 strongly disagreed while another 11.8% were dubious.

Table 4.21: Chi-square Test on Teachers' Views on Students' Discipline and Learner's Academic Performance

	Value	**Df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	22.334(a)	4	.000
Likelihood Ratio	20.003	4	.000
Linear-by-Linear Association	16.012	1	.000
N of Valid Cases	69		

The study findings presented in Table 4.21 indicate a statistically significant association between principals' focus on students' discipline and learner's academic performance. The Pearson Chi-Square test yielded a value of $\chi 2(1,4) = 22.334$, with a p-value of 0.000 suggesting a significant relationship.

To gain further insights into the principals' views on students' discipline and its impact on academic performance, the researcher analyzed the data presented in Table 4.22.

Table 4.22: Chi-square Test on Principals' Response on Students' Discipline and Learner's Academic Performance

	Value	Df	Asymp. Sig.(2-sided)
Pearson Chi-Square	15.867[a]	16	.000
Likelihood Ratio	16.948	16	.000
Linear-by-Linear Association	.039	1	.000
N of Valid Cases	17		

Table 4.22 indicates that there was a statistically significant association between principals' focus on students' discipline and learner's academic performance as evidenced by the Chi-Square value of $\chi 2(1,4) = 15.869$, with a p-value of 0.000.

Concerning the qualitative aspect, both principals and instructors were required to state their views on how principals' focus on students' discipline impacted on academic performance of learners in Katulani Sub- County. Majority 52 (75.4%) of the teachers asserted that the learning environment positively impacted on the learners' academic performance. This finding was corroborated by a large number of principals 11(64.7%) who argued that the principals' focusing on leaners' discipline enabled the students to behave well and focus on their studies.

Furthermore, the principals were asked to provide the school's KCSE mean score for the past five years (2018-2022). The results of this analysis are presented in Table 4.23.

Table 4.23: Principals' Responses on School Performance in KCSE for the Last Five Years

	2018		2019		2020		2021		2022	
School Mean Score in KCSE	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Below 2.5	1	5.9	2	11.8	1	5.9	3	17.6	1	5.9
2.5-3.4	3	17.6	3	17.6	3	11.8	2	11.8	2	11.8
3.5-4.4	7	41.2	6	35.3	8	47.1	7	41.2	9	52.9
4.5-5.4	4	23.5	3	17.6	2	11.8	2	11.8	2	11.8
5.5 - 6.4	1	5.9	2	11.8	2	11.8	1	5.9	1	5.9
6.5 & above	1	5.9	1	5.9	1	5.9	2	11.8	2	11.8
Total	**17**	**100.0**	**17**	**100.0**	**17**	**100.0**	**17**	**100.0**	**17**	**100.0**

From Table 4.23, the majority of schools in Katulani Sub-County obtained KCSE mean scores ranging from 3.5 to 4.4 across the last five years. The distribution of mean scores was as follows: 2018 - 7 schools 41.2%, 2019 - 6 schools 35.3%, 2020 - 8 schools 47.1%, 2021 - 7 schools 41.2% and 2022 - 9 schools 52.9%. These results indicate that the academic performance of students at KCSE in Katulani Sub-County between 2018 and 2022 was below average.

To determine the combined contribution of the administrative practices (principals' motivation of teachers, instructional supervision, creation of a conducive learning environment and focus on students' discipline) in projecting learner's academic performance, Multiple Regression Analysis (MRA) was conducted. Table 4.24 exhibits the findings.

Table 4.24: Multiple Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.165	.254		.650	.518
Motivation (x_1)	.412	.106	.406	3.892	.000
Supervision(x_2)	.311	.143	.252	2.179	.000
Environment(x_3)	.295	.139	.240	2.119	.000
Discipline(x_4)	.054	.099	.045	.541	.000

a. Dependent Variable: learner's academic performance

From Table 4.24, the regression model is;

$Y = 0.165+0.421x_1 + 0.311\ x_2 + 0.295\ x_3+0.054\ x_4$

Y= Learner's academic performance

x_1= Principals' motivation of teachers

x_2= Instructional supervision

x_3= Creation of a conducive learning environment

x_4= Focus on students' discipline

The regression model demonstrates that all the independent variables (principals' motivation of teachers, instructional supervision, creation of a conducive learning environment and focus on students' discipline) significantly influenced projection of learner's academic performance ($p<0.05$). The principals' motivation of teachers had the highest contribution to the model (B=0.412). This shows that an increase in principals' motivation of teachers by one unit would increase the learners' academic performance by a factor of 0.412. This was followed by instructional supervision with a factor of 0.311, creation of a conducive learning environment with B=0.295 and focus on students' discipline with B= 0.054.

CHAPTER FIVE

5.0 DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

5.1 Introduction

The study investigated the influence of various administrative practices on learner's academic performance in Katulani Sub-County. In this chapter, the findings of the study are discussed and interpreted in relation to the research objectives.

5.1.1 Teacher Motivation by Principals and Learner's Academic Performance

In this section, the findings related to teacher motivation by principals and its impact on learner's academic performance are discussed. According to Mustary (2021) motivated teachers assist learners to perform better hence principals need to give teachers external rewards. The findings in Table 4.7 provided insights into the perceptions of teachers regarding the principals' motivation practices with a total of 81.1% agreeing that the principal appreciated the tutors' work by awarding them material incentives for learners' good academic performance. This view was also confirmed by all 100% of the principals who endorsed the claim in Table 4.8 meaning that teacher motivation through rewards and recognition for learners' good performance was considered an effective administrative practice.

However, the study revealed that only 37.7% of the teachers and 23.5% of the principals strongly agreed that the principal made arrangements to reduce teachers' workloads. These results suggest that the heavy workload borne by teachers might have contributed to student underperformance as teachers might not have had enough time to adequately assess students' work and provide individual attention. The study recommended that principals should address this issue by requesting additional teaching staff from TSC and BOM to ensure a manageable workload for teachers which could potentially improve learning outcomes.

Nevertheless, it was important to note that a small percentage of educators 8.7% strongly disagreed with the claim that the principal awards teachers for learners' good performance.

The results indicated that while there was a general agreement on certain aspects, there were also areas where opinions varied among the respondents meaning that some teachers were not motivated. These results highlighted the need for principals to find ways to motivate all teachers as incentives could inspire teachers to go the extra mile in supporting students' academic achievement. The findings were inconsistent with those of Sadiku (2021) who found that monetary awards and incentives did not significantly motivate teachers in Kosovo suggesting that there might be other factors at play that influenced learner's academic performance.

The findings further indicated a positive relationship between teacher motivation by principals and learner's academic performance as evidenced by the Pearson's Product Correlation Coefficient where $r(69) = 0.645$, $p<0.05$ and $r(17) = 0.623$, $p<0.05$ for teachers and principals in Tables 4.9 and 4.10 respectively. This was consistent with a previous study on motivational procedures in Pakstan by Chaudhry et al. (2020) who found that when teachers were motivated through incentives and rewards, they were more committed to their duties and could positively impact student academic performance. The results were also supported by Wambugu et al. (2018) whose research on impact of educators' stimulation on learning outcomes in Nyandarua County, Kenya established that rewarding teachers for good performance increased their fruitful interaction with learners.

Overall, the findings highlighted the importance of teacher motivation as an administrative practice and its potential impact on learner's academic performance. They emphasized the need for principals to provide incentives and rewards and address workload issues so as to motivate teachers. These practices could contribute to improved student outcomes. However, it was important to consider other factors that might influence academic performance and explore additional administrative practices to enhance student achievement.

5.1.2 Principals' Instructional Supervision and Learner's Academic Performance

The second objective of the study aimed to investigate the impact of principals' instructional supervision on learner's academic performance at KCSE in public secondary

schools in Katulani Sub-County, Kitui County. Ngeripaka et al. (2019) observed that supervision of instruction builds capacities of teachers to carry out their academic assignments effectively so as to produce better learners' results. The findings in Tables 4.11 and 4.12 revealed that a majority of teachers 53.6% strongly agreed that the principal monitored learners' performance by checking their class attendance register, lesson notes and assignments weekly. This item was supported by 47.1% of the principals. Additionally, 52.9% of the principals strongly agreed that the principal checked teachers' schemes of work, lesson plans, record of work covered and pupils' progress records while 44.9% of the teachers agreed with this statement.

However, there was a disparity between teachers' and principals' viewpoints regarding the principal's frequency of visiting classrooms and providing constructive feedback to teachers and learners after classroom observations. While 50.7% of the teachers extremely agreed with this statement, only 29.4% of the principals strongly agreed. This suggests that principals might not have been effectively providing feedback to teachers on their strengths and areas for improvement. Therefore, principals should prioritize providing constructive feedback to teachers and students after lesson observations to support the tutors' professional growth so as to improve learning outcomes.

Furthermore, a small percentage of teachers 36.2% strongly agreed and 35.3% of the principals agreed that the principal had timetables for monitoring learning experiences to ensure timely coverage of the syllabus. This finding suggested that inadequate monitoring of learning experiences might have resulted in syllabus delays which could have contributed to poor academic performance. The qualitative analysis also confirmed that students performed well in schools where the principals effectively supervised instruction. However, a smaller percentage of teachers 1.4 % disagreed that the principal frequently visited classrooms and provided constructive feedback to teachers and learners after classroom observations. Additionally, 10.1% of the teachers denied that the principal checked teachers' professional documents on a weekly basis. These findings suggest that ineffective instructional supervision by principals might have contributed to poor learning outcomes in Katulani Sub-County. Therefore, principals' improvement in their

instructional supervision practices such as regularly visiting classrooms and providing constructive feedback to teachers and learners would enhance students' learning outcomes. The study findings in Table 4.13 indicated a statistically significant association between principals' instructional supervision and learner's academic performance at KCSE as demonstrated by the teachers Pearson's Chi-Square results of $\chi^2(1,4) = 26.928$, $p = .000$. Similar results were obtained from the principals Chi-Square results of $\chi^2(1,4) = 28.451$, $p = .000$ in Table 4.14. The findings highlight the critical role that instructional supervision plays in enhancing learner's educational achievement and support the importance of continued efforts to improve instructional supervision practices in schools in Katulani Sub-County, Kitui County, Kenya.

The results were consistent with Melesse and Molla (2018) whose study in Ethiopia emphasized the role of instructional supervision in enhancing teachers' commitment to achieving educational goals and improving learning outcomes. The results were also in agreement with those of Kieleko et al. (2017) whose research established that the administrators who checked teachers' professional documents assisted the instructors to improve pedagogical skills, cover syllabus on time and develop their profession.

5.1.3 Principals' Creation of a Conducive Learning Environment and Learner's Academic Performance

The third objective of the study aimed to investigate the influence of principals' creation of a conducive learning environment on learner's academic performance at KCSE in public secondary schools in Katulani Sub-County, Kitui County. The principal was expected to provide sufficient learning resources, encourage good student -teacher relationship, identify and address learners' and tutors' wellbeing (Asogwa et al., 2020). The results in Tables 4.15 and 4.16 revealed that a majority of teachers 62.3% strongly agreed that the principal encouraged teamwork among staff and students to improve learners' performance. This claim was supported by 52.9% of the principals.

Additionally, 58.8% of the principals strongly agreed that the principal encouraged and maintained open communication and a culture of respect and trust among teachers and

leaners and 52.2% of the teachers agreed with this statement. Moreover, a significant percentage of teachers 36.2% and principals 35.3% strongly agreed that the principal diagnosed, understood and addressed the needs of teachers and students to ensure their mental and physical safety.

The research findings revealed that the principal's roles in encouraging collaboration and maintaining open communication and a culture of respect and trust with and among teachers and students were the best administrative practices that contributed to good learning outcomes in Katulani Sub-County in schools where the principals applied them. Therefore, all principals need to prioritize the creation of a conducive learning environment in Katulani Sub-County schools, Kenya. This could be achieved through various means such as enhancing teamwork, providing adequate resources, promoting positive teacher-student relationships and maintaining open lines of communication. By doing so, schools could further enhance students' academic performance and create an atmosphere conducive to learning and growth.

However, a smaller percentage of teachers 29.0% and principals 23.5% strongly agreed that the principal provided adequate instructional facilities such as classrooms, well-equipped laboratories and updated instructional materials to facilitate teacher-learner interaction. Therefore, there is need for principals to improve the physical and internet infrastructure in their schools in order to enhance productive interaction between the instructors and learners.

The Pearson's Product Correlation Coefficient results $r(69) = 0.711$, $p<0.05$ for teachers and $r(17) = 0.601$, $p<0.05$ for principals indicated a strong positive relationship between principals' creation of a conducive learning atmosphere and students' academic attainment (Tables 4.17 and 4.18). These findings emphasized the critical role of a supportive and engaging learning environment in enhancing students' academic achievement. The positive correlation and qualitative feedback from both teachers and principals highlighted the importance of creating an environment that fosters effective teaching and learning. These results were in line with Day et al. (2016) who discovered that principals in England who

diagnosed and addressed their subordinates' needs improved students' academic performance in their institutions. The findings also agreed with Anderson (2008) who discovered that promotion of teamwork and open communication by principals were crucial in improving learning outcomes in America.

5.1.4 Principals' Focus on Students' Discipline and Learner Academic Performance

The fourth objective of the study aimed to investigate how principals' focus on students' discipline influenced learner's academic performance at KCSE in public secondary schools in Katulani Sub-County, Kitui County. Abiodunres (2017) emphasized that effective discipline practices should be encouraged to improve students' conduct and their academic performance. Nelson (2002) emphasized that the school principal is responsible for implementing practical discipline practices on students to help learners focus on their studies. The data in Tables 4.19 and 4.20 on opinions of teachers and principals respectively about principals' focus on students' discipline revealed that slightly more than half of the teachers 50.7% strongly agreed that the principal organized guidance and counseling programs. Additionally, almost half of the teachers 49.3% strongly agreed that the principal involved students in formulating and implementing school rules and regulations. These findings were supported by a significant percentage of principals 47.1% who strongly agreed with the statement.

However, a small percentage of teachers 8.7% and 7.2% adding up to 15.9% and 5.9% along with another 5.9% totaling 11.8% of principals disagreed and strongly disagreed that the principal rewarded students for good behavior. This could be due to financial constraints that limited the ability to provide tangible rewards. In such cases, non-financial rewards such as written commendation could still be used to encourage students to exhibit positive behavior and improve their academic performance. Furthermore, a lower percentage of teachers 33.3% and principals 29.4% strongly agreed that the principal assisted learners in acquiring life skills to reduce classroom disruptions. This finding suggests that students might have lacked adequate life skills for coping with their challenges which could have negatively impacted their behavior and academic

performance. Thus principals should prioritize providing support and life skills for students to improve their discipline.

The results of the Chi-Square tests of $\chi^2(1,4) = 22.334$, $p = .000$ for teachers and $\chi^2(1,4) = 15.869$, $p = .000$ for principals as indicated in Table 4.21 and 4.22 respectively showed a statistically significant association between principals' focus on students' discipline and learner's academic performance. These results suggest that principals' organization of counseling and life skills programs and involvement of education stakeholders in establishing and enforcing school rules and regulations positively impacts students' academic performance.

Overall, the findings highlighted the importance of principals' focus on students' discipline by prioritizing the organization of counseling and life skills programs, involving education stakeholders in formulating school rules and providing support and training for teachers in discipline management. The findings agreed with Nelson (2002) who studied school discipline practices in East Tennessee and observed that teachers could not teach effectively and learners could not learn effectively without discipline. The findings also concur with Macharia (2013) who observed that the principal's regular communication with students and addressing their problems in Nakuru County of Kenya helped to control students' indiscipline and improved their academic performance.

CHAPTER SIX

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The section encompasses conclusions, recommendations and potential areas for further research which aim to enhance the understanding and implementation of effective administrative practices that positively impact learner's academic performance in secondary schools.

6.2 Conclusions

The researcher concluded the following based on the study findings:

6.2.1 Principals' Teacher Motivation and Learner's Academic Performance

On teacher motivation, the study concluded that motivating teachers for learners' good performance is vital in projecting learner's performance in all schools. When the teachers are motivated, they increase their efforts in assisting the students to improve their academic performance. Principals' motivation of teachers positively influences learner's academic performance. Principals should thus increase teacher motivation by providing material incentives and recognition for good performance to improve learner's achievement in academics.

6.2.2 Principals' Instructional Supervision and Learner's Academic Performance

The study highlighted the importance of effective instructional supervision by principals in improving students' academic performance. The researcher concluded that principals who focus on instructional leadership, monitor learners' performance and ensure curriculum coverage positively impact student's achievement. The researcher also concluded that effective instructional supervision by the principal through monitoring learners' lesson attendance and checking teachers' professional documents are the most effective administrative practices on improving learner's academic performance. Further, proper and timely preparation of the professional documents and regular class attendance enables teachers and learners to work hard towards better performance. In addition,

principal's practice of visiting classrooms frequently to monitor the learning process and providing constructive feedback to teachers and learners impacts on learners' performance positively.

6.2.3 Principals' Creation of a Conducive Learning Environment and Learner Academic Performance

The researcher concluded that principals' creation of a conducive learning environment enhances learner's academic performance. Further, encouraging teamwork among teachers and students, maintaining open communication with the staff and learners as well as providing adequate resources increases productive teacher-learner interaction resulting in higher learners' academic achievement. Additionally, the study concluded that student's performance would be enhanced if principals in Katulani Sub-County create conducive learning environments in their schools.

6.2.4 Principals' Focus on Students' Discipline and Learner Academic Performance

On focus on students' discipline, the study concluded that the principals who continually organize counseling and life skills programs for students end up having disciplined students who perform well in academics. The author also concluded that involving students in formulating and implementing school rules, addressing students' problems promptly and rewarding disciplined students positively influence their academic performance. The study finally concluded that if principals focus on students' discipline, learners in Katulani Sub-County would improve their performance.

6.3 Recommendations

Based on the conclusions, the study provided the following recommendations as per the study objectives:

On objective one, the researcher recommended that;

i. Principals should increase teacher motivation through material incentives such as money and recognition through letters of commendation to appreciate the learners' good performance so that the teachers can strive to do better and improve performance of learners.

ii. The Ministry of Education should enact policies on teacher professional development to ensure that all teachers attend professional development courses to acquaint themselves with skills for adding value to the learners' academic performance.
iii. The MOE should also include a motivation fee in fees guidelines which principals can use to solicit money from parents to award teachers for well-performing learners.

On objective two, the study recommends as follows;

i. Principals should monitor learners' performance by checking their class attendance register, lesson notes and assignments on weekly basis.
ii. Further, principals should ensure proper and timely preparation and use of the professional documents to ensure timely syllabus coverage.
iii. Moreover, the principal should occasionally visit classrooms to observe the learning process, identify teachers' training needs and provide useful feedback to the teachers and learners.
iv. On policy, the MoE should ensure effective curriculum monitoring by requiring regular reporting from principals.

On the third objective, it was recommended that;

i. Principals need to encourage teamwork among teachers and students around educational best practices.
ii. Further, principals should maintain open communication with and among the staff and students to promote student engagement in learning.
iii. On policy the Ministry of Education should provide adequate human, material and internet resources in schools to enhance productive teacher-learner interaction.

On the fourth objective, the following was recommended:

i. Principals should frequently organize counseling and life skills programs for students.

ii. Further, principals should clearly and regularly communicate with students about their school rules and responsibilities.
iii. The principals should address the students' problems promptly to prevent them from negative reactions like strikes which disrupt learning.
iv. The Principals should reward the most disciplined students during the annual general meetings to promote good learner behaviour and academic excellence.
v. The MoE should implement a policy requiring the involvement of teachers, students and parents in formulating and executing school rules.

6.4 Suggestions for Further Research

The study suggests potential areas for further research as follows:

i. Similar research can be carried out in primary schools since the present research was done in high schools.
ii. Administrative practices can be explored in other Sub-Counties to determine the administrative factors that influence learner's academic performance.
iii. Additional administrative practices influencing learner's performance can be investigated since the research focused on four practices.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Lydia Mbaki Musau
Kitui

Dear Sir/Madam,

RE: Request to Participate in Research Study

I am a post graduate student at South Eastern Kenya University. I am conducting a study on **"Administrative Practices of Principals and Learner's Academic Performance in Public Secondary Schools in Katulani Sub-County, Kitui County, Kenya''** as a requirement to be awarded Master of Education in Educational administration. Kindly find some time to respond to all questions in the questionnaire honestly. The information you give will be used for academic purposes only while your identity will be confidential. Your cooperation will be highly appreciated.

Yours faithfully,

Sign……Date……

Lydia M. Musau
MED Student- SEKU (Kitui Campus)

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

The aim of this study is to assess the administrative practices of principals on learners' academic performance in public secondary schools in Katulani Sub- County, Kitui County, Kenya. You are kindly requested to participate by honestly filling in the blank spaces or ticking (√) the appropriate response. Please do not write your name or that of your school on this questionnaire.

SECTION A: Demographic characteristics

Please tick or give the response where appropriate.

1. What is your gender? Male [ ] Female [ ]
2. What is your age bracket in years? Below 30 [ ] 31-40 [ ] 41-50[ ] over 50 [ ]
3. What is your highest educational achievement? Diploma [ ] Post graduate diploma in education [ ] Bachelor's degree [ ] Master's Degree [ ] PhD [ ] Others, specify_____
4. For how long have you served as a principal? Less than 5 years [ ] 5 - 10 years [ ] 11 - 15 years [ ] 16 - 20 years [ ] over 20 years [ ]

SECTION B: Teacher Motivation and Learner's Academic Performance

To what extent would you agree with the following statements about the principal on teacher motivation and its influence on learner's academic performance? Please indicate whether you strongly agree (5), agree (4), undecided (3), disagree (2) or strongly disagree (1).

Statement	**5**	**4**	**3**	**2**	**1**
The principal awards teachers material incentives such as money and certificates of appreciation for learners' good performance					
The principal often sponsors teachers to attend in-service courses to be updated with skills for assisting learners to perform better					
The principal creates and articulates a clear vision and mission to provide leadership towards achieving the set educational goals					
The principal makes arrangements to reduce teachers' workloads to allow them enough time to cater for learners' individual differences					

1. In your view, how has principals' motivation of teachers impacted academic performance of students in Katulani Sub-county, Kitui County, Kenya?

_____

_____

SECTION C: Instructional Supervision and Learner's Academic Performance

To what extent would you agree with the following statements about the principal on instructional supervision and its influence on learner's academic performance? Please indicate whether you strongly agree (5), agree (4), undecided (3), disagree (2) or strongly disagree (1).

Statement	**5**	**4**	**3**	**2**	**1**
The principal checks teachers' schemes of work, lesson plans, record of work covered and pupils' progress records					
The principal has timetables for monitoring learning experiences to ensure that the syllabus is covered on time					
The principal frequently visits classrooms and provides constructive feedback to teachers and learners after classroom observations					
The principal monitors learners' performance by checking their class attendance register, lesson notes and assignments weekly					

2. In your view, how has principals' instructional supervision impacted academic performance of students in Katulani Sub-County, Kitui County, Kenya?

_____

_____

SECTION D: Creation of a Conducive Learning Environment and Learner's Academic Performance

To what extent would you agree with the following statements about the principal on creation of a conducive learning environment and its influence on learner's academic

performance? Please indicate whether you strongly agree (5), agree (4), undecided (3), disagree (2) or strongly disagree (1).

Statement	**5**	**4**	**3**	**2**	**1**
The principal encourages teamwork among the staff and students around instructional best practices					
The principal diagnoses, understands and addresses the needs of teachers and students to ensure their mental and physical safety					
The principal encourages and maintains open communication and a culture of respect and trust with and among teachers and learners					
The principal provides adequate instructional facilities such as classrooms, well equipped laboratories and libraries with updated learning materials to increase teacher-leaner interaction					

3. In your view, how has principals' creation of a conducive learning environment impacted academic performance of students in Katulani Sub-County, Kitui County, Kenya?

_____

_____

SECTION E: Focus on students' Discipline and Learner's Academic Performance

To what extent would you agree with the following statements about the principals' discipline practices on learners and its influence on learner's academic performance? Please indicate whether you strongly agree (5), agree (4), undecided (3), disagree (2) or strongly disagree (1).

Statements	**5**	**4**	**3**	**2**	**1**
The principal involves students in formulating and implementing school rules and regulations					
The principal rewards students for good behavior					
The principal organizes guidance and counseling programs for students					
The principal assists learners to acquire life skills to reduce classroom disruptions					

4. In your view, how has principals' focus on students' discipline impacted academic performance of learners in Katulani Sub-County, Kitui County, Kenya?
_____
_____

5. Kindly show learner's academic performance in your school by indicating the KCSE mean scores in the school for the last five years.

2018_____ 2019 _____ 2020_____

2021_____ 2022_____

Thank you for participation

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

The aim of this study is to assess the administrative practices of principals on learners' academic performance in public secondary schools in Katulani Sub- County, Kitui County, Kenya. You are kindly requested to participate by honestly filling in the blank spaces or ticking (√) the appropriate response on your knowledge about the administrative practices of the principal on learners' academic performance in your school.

SECTION A: Demographic characteristics

Please tick or give the response where appropriate

1. What is your gender? Male [ ] Female [ ]
2. What is your age bracket in years? Below 30 [ ] 31-40 [ ] 41-50 [ ] Over 50 [ ]
3. What is your highest educational achievement? Diploma [ ] Post graduate diploma in education [ ] Bachelor's degree [ ] Master's Degree [ ] PhD [ ] Others, specify_____
4. For how long have you served as a teacher in a public secondary school in Kenya?
   Less than 5 years [ ] 5 - 10 years [ ] 11 - 15 years [ ] 16 - 19 years [ ] over 20 [ ]
5. What is your managerial position in the school? Deputy principal [ ] Dean of curriculum [ ] Head of Department [ ] Subject Head [ ] Others, specify_____

SECTION B: Teacher Motivation and Learner's Academic Performance

To what extent would you agree with the following statements about the principal on teacher motivation and its influence on learner's academic performance? Please indicate whether you strongly agree (5), agree (4), undecided (3), disagree (2) or strongly disagree (1).

Statement	**5**	**4**	**3**	**2**	**1**
The principal awards teachers material incentives such as money and certificates of appreciation for learners' good performance					
The principal often sponsors teachers to attend in-service courses to be updated with skills for assisting learners to perform better					
The principal creates and articulates a clear vision and mission to provide leadership towards achieving the set educational goals					
The principal makes arrangements to reduce teachers' workloads to allow them enough time to cater for learners' individual differences					

1. In your view, how has principals' motivation of teachers impacted academic performance of students in Katulani Sub-county, Kitui County, Kenya?

_____

_____

SECTION C: Instructional Supervision and Learner's Academic Performance

To what extent would you agree with the following statements about the principal on instructional supervision and its influence on learner's academic performance? Please indicate whether you strongly agree (5), agree (4), undecided (3), disagree (2) or strongly disagree (1).

Statement	**5**	**4**	**3**	**2**	**1**
The principal checks teachers' schemes of work, lesson plans, record of work covered and pupils' progress records					
The principal has timetables for monitoring learning experiences to ensure that the syllabus is covered on time					
The principal frequently visits classrooms and provides constructive feedback to teachers and learners after classroom observations					
The principal monitors learners' performance by checking their class attendance register, lesson notes and assignments weekly					

2. In your view, how has principals' instructional supervision impacted academic performance of students in Katulani Sub-county, Kitui County, Kenya?

_____

_____

SECTION D: Creation of a Conducive Learning Environment and Learner's Academic Performance

To what extent would you agree with the following statements about the principal on creation of a conducive learning environment and its influence on learner's academic performance? Please indicate whether you strongly agree (5), agree (4), undecided (3), disagree (2) or strongly disagree (1).

Statement	**5**	**4**	**3**	**2**	**1**
The principal encourages teamwork among the staff and students around instructional best practices					
The principal diagnoses, understands and addresses the needs of teachers and students to ensure their mental and physical safety					
The principal encourages and maintains open communication and a culture of respect and trust with and among teachers and learners					
The principal provides adequate instructional facilities such as classrooms, well equipped laboratories and libraries with updated learning materials to increase teacher-leaner interaction					

3. In your view, how has principals' creation of a conducive learning environment impacted academic performance of students in Katulani Sub-county, Kitui County, Kenya?

_____

_____

SECTION E: Focus on students' Discipline and Learner's Academic Performance

To what extent would you agree with the following statements about the principals' discipline practices on students and its influence on learner's academic performance? Please indicate whether you strongly agree (5), agree (4), undecided (3), disagree (2) or strongly disagree (1)

Statements	**5**	**4**	**3**	**2**	**1**
The principal involves students in formulating and implementing school rules and regulations					
The principal rewards students for good behavior					
The principal organizes guidance and counseling programs for students					
The principal assists learners to acquire life skills to reduce classroom disruptions					

4. In your view, how has principals' focus on students' discipline impacted academic performance of learners in Katulani Sub-County, Kitui County, Kenya?

_____

_____

Thank you for participation

APPENDIX IV: RESEARCH AUTHORIZATION BY SOUTH EASTERN KENYA UNIVERSITY

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

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

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

Our Ref: E412/KIT/20291/2020

DATE: 20th April 2023

Musau Lydia Mbaki
Masters of Education in Educational Administration and Planning
C/O Dean, School of Education

Dear Mbaki

RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Master in Educational Administration and Planning Proposal document titled:- *"Administrative Practices of Principals and Learner's Academic Performance in Public Secondary Schools in Kitui County, Kenya".*

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

During your research work, you will be supervised by Dr. Selpher and Dr. Anthony Njue. You should ensure that you liase 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. Eliud Muli
Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research & Innovation (Note on File)
Dean, School of Education
Chairman, Department of Education Administration and Planning
Dr. Selpher Cheloti
Dr. Anthony Njue
BPS Office - To file

APPENDIX V: RESEARCH LICENSE BY NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **623342**

Date of Issue: **01/May/2023**

RESEARCH LICENSE

This is to Certify that Dr.. Lydia Mbaki Musau of South Eastern Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kitui on the topic: ADMINISTRATIVE PRACTICES OF PRINCIPALS AND LEARNER'S ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KITUI COUNTY, KENYA for the period ending : 01/May/2024.

License No: **NACOSTI/P/23/25644**

623342

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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

See overleaf for conditions

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was the established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
    i. Endanger national security
    ii. Adversely affect the lives of Kenyans
    iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
    iv. Result in exploitation of intellectual property rights of communities in Kenya
    v. Adversely affect the environment
    vi. Adversely affect the rights of communities
    vii. Endanger public safety and national cohesion
    viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
Innovation(NACOSTI),
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E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

APPENDIX VI: RESEARCH AUTHORIZATION BY KITUI COUNTY DIRECTOR OF EDUCATION

MINISTRY OF EDUCATION
State Department for Early Learning and Basic Education

Telegrams "EDUCATION"
Kitui
Telephone: Kitui 22759
Fax :04444-22103
E-Mail :
cde.kitui@gmai.com

REPUBLIC OF KENYA

COUNTY EDUCATION OFFICE
KITUI COUNTY
P.O BOX 1557-90200
KITUI

When replying please quote;

Ref. No: KTIC/ED/Res/Vol. I/22/135 **Date: 10th May, 2023**

Musau Lydia Mbaki
P.O. Box 34 90200
kitui

RE: AUTHORITY TO CONDUCT RESEARCH – LICENSE NO: NACOSTI/P/23/25644

Reference is made to letter **Ref. No. 623342** dated 1st May, 2023 from the National commission for Science, Technology and innovation.

You are hereby authorized to conduct research on: **Administrative practices of principals and learner's academic performance in public secondary schools in Kitui County, Kenya for the period ending 01/May/2024.**

Please liaise with the **Sub County Directors of Education** and Principals of individual schools for further arrangements so as not to interfere with the schools' programmes.

A copy of the research findings should be shared with this office upon completion.

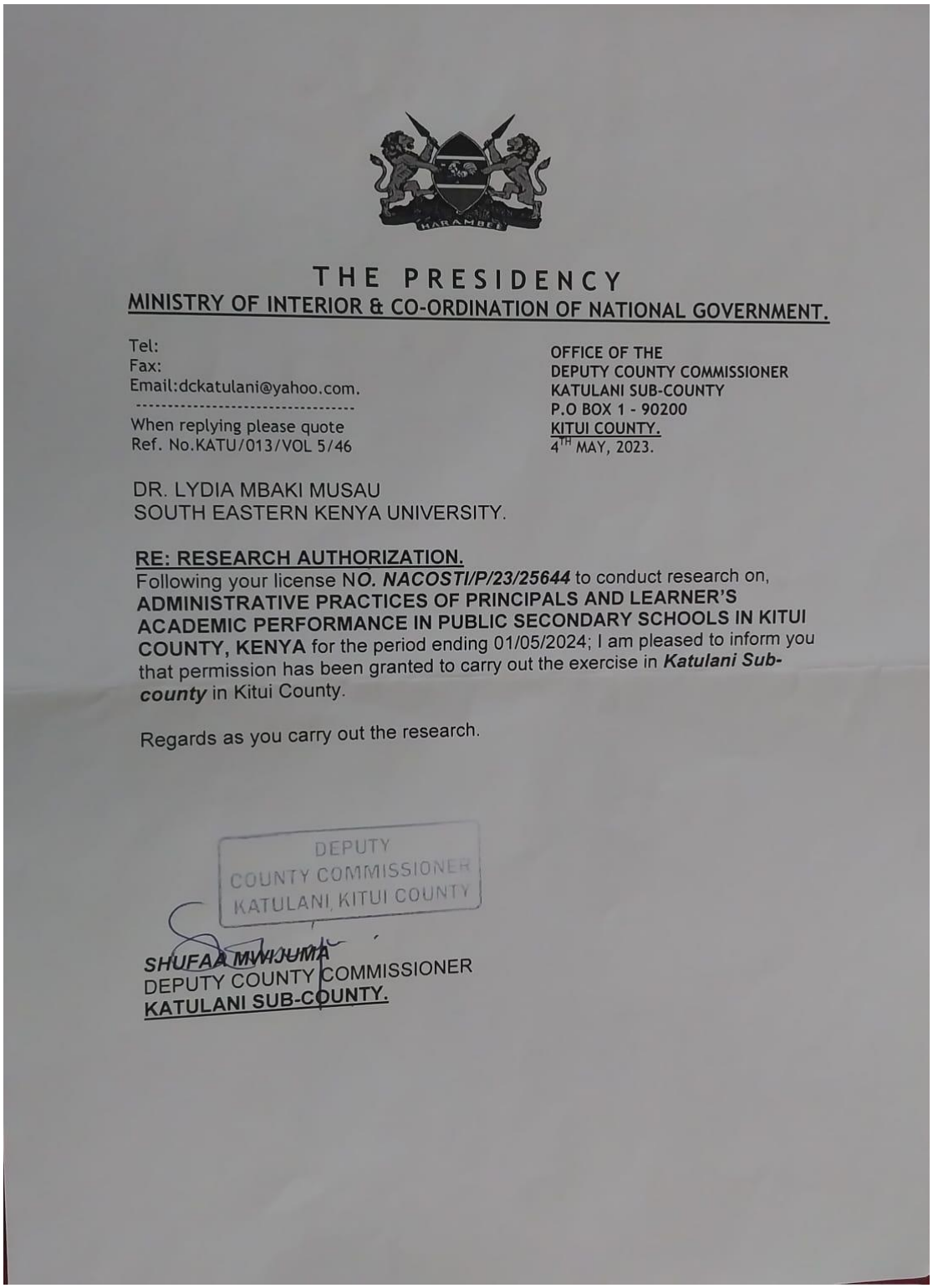
FOR:
COUNTY DIRECTOR OF EDUCATION
KITUI
P. O. Box 1557- 90200,
KITUI

Silvester Kiilu
For County Director of Education
Kitui County

CC

County Commissioner
Kitui

APPENDIX VII: RESEARCH AUTHORIZATION BY KATULANI DEPUTY COUNTY COMMISSIONER



THE PRESIDENCY
MINISTRY OF INTERIOR & CO-ORDINATION OF NATIONAL GOVERNMENT.

Tel:
Fax:
Email:dckatulani@yahoo.com.

When replying please quote
Ref. No.KATU/013/VOL 5/46

OFFICE OF THE
DEPUTY COUNTY COMMISSIONER
KATULANI SUB-COUNTY
P.O BOX 1 - 90200
KITUI COUNTY.
4TH MAY, 2023.

DR. LYDIA MBAKI MUSAU
SOUTH EASTERN KENYA UNIVERSITY.

RE: RESEARCH AUTHORIZATION.
Following your license NO. ***NACOSTI/P/23/25644*** to conduct research on, **ADMINISTRATIVE PRACTICES OF PRINCIPALS AND LEARNER'S ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KITUI COUNTY, KENYA** for the period ending 01/05/2024; I am pleased to inform you that permission has been granted to carry out the exercise in ***Katulani Sub-county*** in Kitui County.

Regards as you carry out the research.

DEPUTY
COUNTY COMMISSIONER
KATULANI, KITUI COUNTY

SHUFAA MWIJUMA
DEPUTY COUNTY COMMISSIONER
KATULANI SUB-COUNTY.

APPENDIX VIII: RESEARCH AUTHORIZATION BY KATULANI SUB-COUNTY DIRECTOR OF EDUCATION

MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telephone :
E-mail:deokatulani@yahoo.com
When replying please quote;
REF:KAT/ED/SCDE/33/VOL1/82

REPUBLIC OF KENYA

SUB COUNTY EDUCATION OFFICE
KATULANI SUB COUNTY
P.O BOX 274-90200
KITUI

DATE: 04/05/2023

DR. LYDIA MBAKI MUSAU
SOUTH EASTERN KENYA UNIVERSITY

RE: RESEARCH AUTHORIZATION

Following your license ***NO. NACOSTI/P/23/25644*** to conduct research on, **'ADMINISTRATIVE PRACTICES OF PRINCIPALS AND LEARNER'S ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KITUI COUNTY, KENYA' for the period ending 01/05/2024**, I am pleased to inform you that permission has been granted to carry out the exercise in ***Katulani sub-county*** in Kitui county.

Regards as you carry out the research.

SUB-COUNTY DIRECTOR OF EDUCATION
KATULANI SUB-COUNTY
P.O. Box 274 - 90200,
KITUI

STEPHEN M. KYALO
SUB COUNTY DIRECTOR OF EDUCATION
KATULANI SUB COUNTY.

APPENDIX IX: LOCATION MAP