

**INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON  
ACADEMIC PERFORMANCE OF K.C.S.E IN PUBLIC SECONDARY  
SCHOOLS IN NYANDO SUB-COUNTY, KENYA**

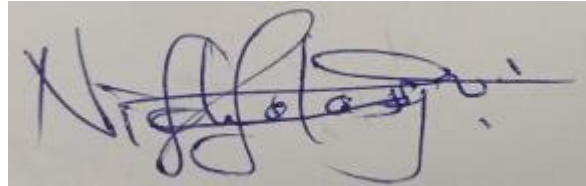
**A Research Project Submitted in Partial Fulfillment of the Requirement  
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## DECLARATION

This research project is my original work and has not been presented for a degree in any other university.



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## **DEDICATION**

I dedicate this work to my beloved family, who have been my constant source of inspiration, love, and support throughout my life. To my wife Catherine Nafulla Oketch, who is not only loving, but also supportive, caring and intelligent. I also dedicate the work to my son, James Aggrey Ochieng, who is bright, curious, talented, energetic, and loving. To my late grandmother Catherine Abongo Osieko, who was wise, kind, nurturing, compassionate, and strong. Finally, to my mother Beatrice Opalo, who is selfless, patient, resilient, dedicated, and loving. Without their love and support, I would not be where I am today. I thank them for always believing in me and for being my unwavering source of strength and encouragement.

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## **ABBREVIATIONS/ACRONYMS**

<b>CEP</b>	Centre for Economic Performance
<b>EFA</b>	Education for All
<b>ICT</b>	Information Communication and Technology
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>MOE</b>	Ministry of Education
<b>SCDE</b>	Sub County Director of Education
<b>TSC</b>	Teachers Service Commission
<b>UNESCO</b>	Educational, Scientific, and Cultural Organization
<b>USA</b>	United States of America

## ABSTRACT

Effective school management enhances academic attainment in both developed and developing nations. This study sought to investigate principals' management practices which include: effective communication, stakeholder involvement, acquisition and maintenance of infrastructure and Information Communication technology/ies integration on academic performance in public secondary schools. The purpose of this study was to investigate the influence of principals' management practices on academic performance in public secondary schools in Nyando Sub County. The study was anchored on classical management theory propounded by Henry Fayol (1925). The study employed descriptive research design. The target population for the study was all the 30 public secondary schools, 30 principals and 30 heads of departments in Nyando Sub County and the one Sub County Director of Education. The study utilized simple random sampling. In descriptive research, a sample size of 10-50% is acceptable (Mugenda & Mugenda, 2013). The researcher collected data using a questionnaire for the teachers and principals and conducted an interview with the SCDE. The questionnaire had both open and closed ended questions. Quantitative data was computed by the use of descriptive statistics with the help of Statistical Package for Social Sciences (SPSS V 24.0) and presented through percentages, frequencies, means, and standard deviations. Content analysis was used to analyse the data collected from the interview. From the study findings, it was established that the principals have effective communication practices such as holding open forums for discussion with students, clarifying education policies and goals during staff

meeting/briefs and addressing the school during assemblies. The study found that there is stakeholder involvement within the schools. Principals agreed that their schools provide all stakeholders with opportunities to actively participate in developing goals that improve academic achievement and that the school culture is characterized by mutual support from the stakeholders to improve academic achievement. On acquisition and maintenance of infrastructure, the study found that the number of classrooms in relation to the number of students' affects students' academic performance the physical environment of a school plays a crucial role in shaping students' educational outcomes. The study also revealed the integration of Information and Communication Technology (ICT) in the realm of education not only enhances the delivery of instructional content but also expedites the coverage of curricular material. The study recommended that principals partake in in-service courses to enhance their communication proficiency. The study also recommended that the schools ought to actively engage parents in decision-making procedures concerning academic accomplishments and foster a communal sense of accountability among all invested parties to enhance academic efficacy.

# CHAPTER ONE INTRODUCTION

## 1.1 Background to the study

An individual's and a country's social, political, and economic progress may all be directly attributed to the quality of its educational system. According to the United Nations Educational, Scientific, and Cultural Organization UNESCO (2013), education is a universally recognized human right and plays a crucial role in fostering the societal desirable distribution of information, values, and norms. It is of the utmost significance for each and every educational system to ensure that students in senior high school achieve high levels of academic success. The academic performance of pupils is affected by a wide variety of elements, many of which have been investigated, but a great deal of difficulty still exists (Brew, Nketiah, & Koranteng, 2021). Educators and scholars have long been interested in academic performance measures. Academic performance is impacted by several factors, including parents' education and income, instructors' topic competence, truancy, textbook availability and accessibility, libraries, practical laboratories, and meals (Chinyoka & Naidu, 2013).

Better school management improves academic attainment in both rich and developing nations, according to the Centre for Economic Performance (CEP) (Lemos, 2014). According to Lemos (2014), school management methods have a greater influence on student achievement than teacher quality, competitiveness, and class size. Management techniques include incentive/personnel management, leadership, target setting, monitoring, and operations (DiLiberto, Schivardi, & Sulis, 2015). In the United States of

America (USA), a number of states are leading efforts to changes that will make principals accountable for their schools' academic performance levels. Globally, the leadership of principals is an essential component in fostering academic success among pupils and students (Leithwood, Sun, & Pollock, 2017).

The Comprehensive Evaluation System for School Administrators (CESSA) according to Ontai-Machado (2016) was developed by the Hawaii Department of Education HDOE in the 2013-2014 school year, to provide feedback on the performance of principals. The principal's responsibility switched from management and administration to classroom leadership. Additionally, the principal's effectiveness is measured by the extent to which (a) student achievement increases, (b) student growth percentiles rise, (c) students are prepared for college, and (d) the achievement gap between high-need and low-need students is narrowed (Ontai-Machado, 2016). Moreover, Xiong (2017) states that principals need to be able to explain their ideas and model the behaviors they want to see in their students for them to be able to successfully build a school environment, and culture that represents their aspirations and values. Principals who want to create long-lasting, inclusive school communities, where students are encouraged to take on leadership roles will need the support of both faculty and students. Students will be more invested in the school's success when they feel like they own a piece of it (Xiong, 2017).

In the Sub-Saharan Africa school management is also in charge of the provision of physical facilities, which is an important component of a learner's overall achievement in school. Classrooms, a school library, a scientific

laboratory, restrooms, a playground, and a dormitory are among the physical facilities available at the school. Participants at the World Conference on Education for All (EFA) held in Johannesburg in 1990 recognized a number of components necessary for high-quality education, including suitable facilities and educational resources, as being particularly significant (UNESCO 2020). Adeyemo (2012) indicates that, one of the most significant responsibilities of a school principal in Nigeria is the monitoring of the execution and assessment of the curriculum. Principals of schools played a significant part in the process of routinely monitoring the teaching and learning that took place in schools through the use of lesson attendance registers and class observations, both of which contributed favorably to the overall performance of students.

According to Githuathi (2012), many teachers in Kenya believed that professional development programs are crucial to improving their performance in the classroom, which in turn led to better student outcomes on standardized tests. These programs included in-service training, as well as workshops, seminars, and indoor trainings that helped teachers gain a deeper understanding of their subjects. Therefore, staff development initiatives affected teachers' efficiency, which in turn influenced student's academic achievement (Githuathi, 2012). As Imbwenya (2015) pointed out, nevertheless, just a minority of educators really participate in staff development programs, which has a detrimental impact on student achievement.

The instructional teaching tools used have an influence on the performance of students. Ajoke, (2017) claim that schools that perform badly spend a

disproportionate amount of their limited resources on the acquisition of teaching and learning materials. According to the United Nations Educational, Scientific, and Cultural Organization's (UNESCO) annual report (2020), academic achievement is associated with the mobilization of resources by school administrators. Another crucial component of strong academic achievement is the promotion of teachers' professional growth by the school's administrative leadership team. The Instructors Service Commission has taken special care of this component, and it has been included as one of the techniques used in the evaluation of school teachers by the commission. In accordance with the new TSC teacher performance appraisal and development tools (TPAD/01), professional development is required in the six performance competency areas, where a teacher is required to identify individual performance gaps, detect training needs, and seek solutions through professional development courses, as well as obtain certificates for the courses attended. In addition, the instructor is expected to participate in peer learning activities and to speak on a topic panel. The principal's promotion of this growth is crucial in the enhancement of student performance.

Peter (2011) emphasizes the importance of school administrators identifying training requirements for their instructors. Because of the aforementioned, the study attempts to investigate the effect of principals' management techniques on academic performance in public secondary schools in Nyando sub-county, Kenya, in order to provide recommendations. Nyando Sub County is one of the seven sub-counties in Kisumu County. As shown in Table 1.1, the performance of candidates in the national examination in Nyando sub



countyhasconsistentlybeenbelowaverageovertheprevioussevenyears.Overall,

performance in the Nyando sub-county has received an average grade of C- (minus) in the years 2012, 2013, and 2014. The year 2015 had the highest average score of C (plain), with a total of 5.685 points. In the following years, however, there was a precipitous decline in performance, with an average grade of D+ (plus) of 3.910 points as recorded in 2016, and an aggregate of D- of 3.720 points in 2017. This as noted indicated that there was a negative trend in performance in comparison with the preceding years. On the other hand, the average grade in 2018 was 3.901, with a mean grade of D+ and a standard deviation of 0.181 points in 2018. The overall level of performance has been below average since the minimal grade required for admission to the higher learning institution (university) has been raised to C+ (plus). Earlier (up to 2015), government-sponsored students were required to get a B (plain) or above, while self-sponsored students were required to earn a C+ (plus).

The statistics shown above plainly demonstrate that a significant proportion of these applicants failed to achieve the required minimum admission grade by a far greater margin. Overall, all of the students had potential based on their entry marks to secondary school; however, as demonstrated by their final drop, there are challenges that may have contributed to the general poor performance in Kenya Certificate of Secondary Education (KCSE) in Nyando Sub County from 2012 to 2018. Despite the fact that the government has put in place measures to improve student performance, such as providing schools with teachers, infrastructure, and a certified curriculum, public secondary schools in Nyando Sub County continue to receive poor grades in the Kenya Certificate of Secondary Education (KCSE). However, despite the fact that there are a variety of other elements that might influence this performance,

principal's management techniques could have an impact on it as well. However, there has been little empirical research to support this, particularly in Nyando Sub County.

**Table 1.1: Summary of KCSE results for Nyando Sub-County for the Last three years**

	KCSCE SCORE			KCSE MEAN		
	2018	2019	2020	2018	2019	2020
Kisumu County						
Kisumu East	D	D+	C	3.24	4.50	5.05
Kisumu West	C	C	D+	6.23	6.06	4.04
Kisumu Central	C	C-	C+	6.01	5.32	7.1
Seme	D-	D	C	2.10	3.09	6.08
Nyakach	C+	C-	C+	7.03	5.78	7.10
Muhoroni	C-	C	C-	5.09	6.78	5.00
Nyando	D+	D-	E	4.12	2.0	1.15

Source: Ministry of Education, Nyando sub-county, (2018), (2019) and (2020).

## 1.2 Statement of the problem

To ensure that all pupils have access to free and subsidized secondary education in public secondary schools, the Kenyan government has undertaken significant efforts. Additionally, it has secured the proper availability of instructional materials as well as the professionalism of teachers (Republic of Kenya 2020, MOEST 2013:5). Students' performance in the Kenya Certificate of Secondary Education (KCSE) test, on the other hand, has continued to produce dismal outcomes at public secondary schools in Kenya. Nyando County has consistently achieved low mean grades in the Kenya Certificate of Secondary Education (KCSE) examination. When it comes to the supply of instructional materials, instructional supervision, teacher

professional motivation, and the provision of physical facilities, principals are often seen as having a considerable impact on the effectiveness of results in their schools. In this context, the researcher tries to close the knowledge gap by conducting an investigation on the impacts of principal's management on academic performance in public secondary schools in Nyando sub-county, Kenya.

### **1.3 Purpose of the study**

The purpose of the study is to investigate the influence of principals' management practices on academic performance in public secondary schools in Nyando Sub-County, Kenya

### **1.4 Objectives of the study**

The objectives of this research are:

- i. To determine the influence of principals' effective communication on academic performance in public secondary schools in Nyando sub-county, Kenya.
- ii. To determine the influence of the stakeholder involvement in decision making on academic performance in public secondary schools in Nyando sub-county, Kenya
- iii. To examine the influence of principals' acquisition and maintenance of infrastructure on academic performance in public secondary schools in Nyando sub-county, Kenya.
- iv. To determine the use of ICT integration by the principals on academic performance in public secondary schools in Nyando sub-county, Kenya

### **1.5 Research Questions**

- i. How does principals' effective communication influence the academic performance in public secondary schools in Nyando sub-county, Kenya?
- ii. To what extent does the stakeholder's involvement influence academic performance in public secondary schools in Nyando sub-county, Kenya?
- iii. How does the development of the infrastructures influence academic performance in public secondary schools in Nyando sub-county, Kenya, in terms of infrastructure development?
- iv. How does the principals' integration of ICT in administration influence the academic performance in public secondary schools in Nyando sub-county, Kenya?

### **1.6 Significance of the study**

According to the findings of the research, school administrators may use a variety of strategies to enhance the academic performance of their pupils while doing administrative chores. Education stakeholders such as the Ministry of Education (MOE), Sub-County Directors, and others may benefit from the findings of the research, which might help to strengthen oversight of education at educational institutions. Furthermore, the study may be used as a source of information for other academics, and the suggestions may serve as a springboard for additional research in the domain of administration.

The findings of the research may be of great use to the TSC, which is the employer of teachers, in ensuring that they get some training in instructional supervision before being promoted to the position of head teacher. Office

ers

from the Ministry of Education may also benefit from this project since they will be able to discover areas that they may not have previously checked in their inspection of schools and enhance them. Principals and instructors may potentially profit from the improvement of their supervisory and instructional responsibilities as well. The findings of the research indicated that principals' supervising actions were insufficient or absent, and they recommended

more effective techniques. Secondary principals will benefit from this research because they will receive information, facts, and techniques that will help them to conduct effective and efficient instructional supervision practices.

Researchers will also profit from the study since its findings and conclusions may serve as a launch pad for further investigation into the issues of

school management and performance of students in K.C.S.E. This study will contribute to address knowledge gaps in the body of literature and form a basis for further research studies.

### **1.7 Limitations of the study**

According to Mugenda and Mugenda (2003), limits are features of a study over which the researcher may or may not have control and which may or may not impact the validity of the research. The following limitations may apply to the study: the informants, particularly instructors and students, may choose to divulge information during the process of filling out the questionnaires, which may impair the objectivity of the conclusions. The principals will provide facts about themselves that may impair their ability to remain objective. Some principals may have a hectic schedule and may not have the opportunity

to complete the questionnaire. By scheduling an appointment with the school in



advance, the restriction will be lessened. The respondents would be asked to complete the survey on their own initiative by the researcher.

The success of the research is hinged on the candor and cooperation of the participants. The researcher will plead with them to be honest during the whole study so that any potential bias might be avoided. It is expected that they will do well in assessment of instructional monitoring techniques without being able to account for confounding factors. Further, data from quantitative and qualitative methods requires high skills during analysis and integrating for purpose of interpretation. To overcome this it required seeking help from experts which increased the costs of the study.

### **1.8 Delimitations of the study**

Delimitations are boundaries of the study (Mugenda & Mugenda, 2013). The study will focus on secondary schools in Nyando Sub- County which had the lowest performance. The respondents will include principals, students and directors. Students' performance might have been influenced by variables both in school and out of school but the study however will be concerned with variables affecting management practices only.

### **1.9 Basic assumptions of the study**

The study is based on the assumption that:

- All the principals have knowledge on the management practices
- Information collected from the respondents will be true and accurate.
- 

All the schools that will be sampled have a clear record of available instruction at teaching/learning materials.

### **1.10 Definition of significant terms**

**A student:** refers to secondary school learners who are pursuing secondary education.

**Academic performance:** refers to grades achieved by the student after undertaking a national examination.

**Effective communication:** refers to communication between two or more persons in which the intended message is—properly encoded, delivered through appropriate channel, received properly, decoded and understood by the recipient(s)

**ICT:** refers to technology that is used to handle communications processes such as telecommunications, broadcast media, intelligent building management systems, audiovisual processing and transmission systems, and network-based control and monitoring functions

**Influence:** refers to an action which can bring about change or which facilitates a change at the end result.

**Instructional materials:** refer to facilities such as textbooks and stationary materials that are used to aid teaching and make learner understand the concept taught by making references.

**Management practices:** refer to activities carried out by the administrator on a day-to-day basis to modify and bring about change in variables within the school environment.

**Physical materials:** refer to school facilities such as classrooms, offices and furniture among others.

**Principal:** refers to a teacher appointed by the Teachers' Service Commission to act as its agent in execution of administrative duties in a given school.

**Stakeholders' involvement:** refers to the process used by an organization to engage relevant stakeholders for a purpose to achieve accepted outcomes

### **1.11 Organization of the study**

The study will be organized in five chapters. Chapter one consists of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definitions of significant terms and organization of the study. Chapter two deals with literature review, which examines the objectives, and the summary of literature review, theoretical framework and conceptual framework. Chapter three focuses on the research methodology under the target population, research design, sample size and sampling procedure, research instrument, instrument's validity, instruments, reliability, data collection procedure, data analysis and ethical considerations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter examined literature related to the study. It discusses the relevant literature on the influence of principals' management practices on students' performance at Kenya Certificate of Secondary Education examination (K CSE). The review is organized under the following subheadings: concept of management practices, principals' involvement in teaching, and stakeholder's involvement, and principals' classroom visitation, principals' use of ICT and student performance. It also presented the summary of literature review, theoretic framework and conceptual framework.

#### **2.2 Concept of Academic Performance**

Academic performance measures how well a student has fulfilled specified goals in school, college, and university. School systems set cognitive goals that apply across subject areas (e.g., critical thinking) or incorporate knowledge and comprehension in a single intellectual domain (e.g., numeracy, literacy, science, history) (Tian & Sun, 2018), as described by Muriithi (2012), management practices are an intervention by a third party with the goal of increasing the quality of the job performed. As a result, management practices in a school encompass all of the processes that are carried out by principals in order to ensure that the principles, rules, regulations, and methods that are prescribed for the purposes of implementing and achieving the educational objectives are effectively implemented. The use of professional knowledge and expertise to supervise and organize the process of increasing the quality of educational activities in schools is thus required. An alternative way of

looking at management techniques is to think of them as an interaction including established relationships between and among individuals, which are impacted by a set program of teaching.

Students' achievement on the KCSE is particularly important because, at the conclusion of the four-year cycle, they appear for a national test, the KCSE. Students with poor academic performance are denied admission to universities and colleges and, as a result, have fewer opportunities for employment placement in the future. Schools can make a difference in students' academic progress by using effective instructional supervision techniques. Classroom visits, inspection of teachers' professional documentation, examination of students' academic work, and participation of the administrator in classroom instruction are only a few of the procedures. The principal sets the tone for the school and inspires staff and students to achieve their highest level of performance.

Student academic performance is defined by Mutua (2011) as the final result of the Kenya Certificate of Secondary Education (KCSE) for students in secondary schools. Academic attainment is determined by the amount to which principals' carry out instructional supervisory responsibilities in their respective schools. Kimeu (2010) found agreement with Mutua's findings in his research. At his research, he discovered that principals in private schools performed instructional monitoring on a more frequent basis than those in public schools. The outcomes of the KCSE at private schools improved as a consequence of this. Supervision is essential for educational institutions because it helps them accomplish their objectives while also producing

meaningful outputs. The practice of instructional monitoring should be encouraged by principals since it results in enhanced student achievement. Instructional monitoring procedures in today's educational system are derived from the older American educational system. The educational system was under the control of the local government. Controlling school operations, which included overseeing all of the activities that took place in the school, was included in the supervisory procedures. It is interesting that kindergarten instructors select out qualities of self-control as most necessary to success in school given the wide variety of factors that might affect academic achievement (Blair & Raver, 2015).

### **2.3 Principals' effective communication and Academic Performance**

According to Brigman and Campbell (2013), in a school setup, communication influences the behavior of teachers, students, non-teaching staff and parents among others. The school principal as the head of school is expected to communicate the school rules and regulations to all and sundry within the school setup. Meaningful interactions facilitated by effective communication systems are engaged in daily school management routine. These interactions produce students' discipline. According to Brigman and Campbell (2013), students are informed and constantly reminded of their responsibilities during school assemblies. Fellow students usually school prefects, the teachers on duty, senior teacher, deputy principal as well as the school principal spell out the consequences of misbehavior mainly verbally through available communication channels. This enhances the culture of good discipline within the schools. The teachers and the school head sensitize the students on the expected behavior and spell out well school expectations and

order of doing things on daily basis. Good attitudes towards teaching, learning and the whole educational processes and systems within the school are enhanced by this type of communication during assemblies.

A study was done by Muriithi (2013), to examine the influence of teachers' communication strategies on students' discipline in public secondary schools in Mukurweini district. The study findings indicated that holding of classroom meetings, use of school prefects, communication during assembly, use of guidance and counseling, use of rewards and incentives, holding of open forums, encouraging members to pass information among themselves are some of the communication strategies commonly used by teachers' in Mukurweini District on student's discipline. Majority of the teachers also indicated that they often used notice boards on student discipline. However, facial expression was rarely used on student discipline. Majority of the teachers 89% indicated that school category affects the way they communicate on the student discipline. The study results revealed that the category of the school, boys only, girls only and mixed for both boys and girls affect the way teachers communicate on student discipline. The study also found that communication strategies with the least preferences for teachers on student discipline included the use of reward system, the use of eye contact and facial expression. According to the study, conditions which reduce effective communication ranged from distortion of information, language barrier to lack of proper mechanisms that ensures conducive environment for students to express themselves to their teachers.

Kindiki (2009), in his study on influence of principals' communication on students' discipline established that there were poor communication channels used by school administrators and undemocratic school administration

which did not consider meetings and assemblies as important strategies of communication. The study advocated for the use of meetings and assemblies as strategies of communication as they improved interaction and relationship between the administration and students which led to unity within the school. This implies that improving on effective communication by use of school assemblies for important ideas could step up students' discipline in secondary schools.

A study done by Kiprop (2012), in a paper on discussion of the role of various stakeholders in the management of discipline in schools in Kenya observed that most principals adopt master or servant superior or inferior attitude in dealing with students. They rarely listened to students' grievances because they believe that they have nothing to offer. This creates a lot of tension, stress and misunderstanding and eventually lead to frustrations and violence as manifested in strikes. The study recommended a creation of opportunities to enable teachers, students and administrators to sit down and discuss issues affecting their school freely without inhibition, intimidation or victimization. Hence, for effective management of school discipline the cooperation between the principal, staff, students, parents and the community is a prerequisite. Thus, where students are denied a chance to express their views and vent out frustrations, it breeds a situation where students have no way of expressing their grievances leading to frustrations and resulting in disruptive behaviors



and such incidences could be prevented by involvement of students for collaborative decision making during class meetings.

Betts (2007) states that students should get notices in their classes or official notice boards and that is important to be formal and cordial in communication for several reasons. Firstly, the person passing the information is viewed by everyone in the school as someone who has a positive influence and secondly, one learns to get the point across effectively and ensure that the work is done the way it should be. So this was all about the communication skills and their importance. La Plant (2009), explains that school rules and regulations as well as general conduct of the students in the school are some items that should be put on the notice boards. This will enhance discipline as the students will be reading these rules and regulations on daily basis. Mbiti (2020), states that written work is more permanent and less liable to misinterpretation.

A study done by Kindiki (2009), on effectiveness of communication on students' discipline in secondary schools in Kenya was conducted in Naivasha District. The study utilized qualitative approach with questionnaires, interviews and documentation as instruments of collecting data. Purposive sampling was used to identify Naivasha District as the location of the study. Stratified and simple random sampling was used to identify 8 secondary schools and 200 respondents from these schools. 20 students and 4 teachers in each sampled school were given the self-administered questionnaires while all the 8 principals were interviewed. The data collected was analyzed descriptively. The study found that there were poor channels of communication used by school administrators and democratic school

administration did not consider meetings as an important channel of communication.

The study advocated for use of meetings and assemblies as main channels of communication because they improved the interaction and relationship between the administration and the students hence leading to unity and peace in the school. This implies that stepping up effective communication by use of class meetings for collaborative decision making could improve on students' discipline in secondary schools for important ideas could be discussed effectively through communicating to the students.

#### **2.4 Principals' Stakeholders involvement and academic performance**

Stakeholder alludes to any person who has put resources into the government assistance and accomplishment of a school and its under studies. Educators may add to terrible showing by being ill-equipped because of the delay or non-appearance; this prompts most under studies to take part in indiscipline cases like making a commotion in class additionally escaping the classes as the instructors are nowhere to be found. According to the findings of study done by (Obiekwe, Ikedimma, Thompson, & Ogbo, 2020) to assess the involvement of stakeholders in school improvement planning in public secondary schools in Anambra state found that, both principals and stakeholders believe that principals involve stakeholders in prioritizing school needs to a high degree. This is because principals involve stakeholders in articulating the needs of the school, making a decision on what the school needs to do to improve, drawing up the list of priorities of the school, screening the priority areas in light of the resources available in the school, and final adoption of the school prioritization plan (Obiekwe et al., 2020).

According to another study done in Nigeria (Ezeugbor & Onedigbo) it found that, the mean of means for principals was 3.09, and the standard deviation was 0.69; the mean of means for SBMC was 3.29, and the standard deviation was 0.75. This indicates that principals and School Based Management Committee perceived principals' involvement of school based management committee in analyzing the current situation in schools to be high. According to the assessments of the items, both the principals and the school-based management committee judged the level of engagement of the principals in the school-based management committee on the six things listed as being high. The mean scores for principals varied anywhere from 3.03 to 3.21, and the mean ratings for SBMC were anywhere from 2.77 to 3.10. The study recommended that the involvement of the school-based management committee in the process of creating an improvement agenda should not be abandoned by principals (Ezeugbor & Onedigbo).

## **2.5 Principals' Acquisition and Maintenance of Infrastructure and students' academic performance**

A good infrastructure indicates a good school. A good infrastructure includes; building in good shape of benches, chairs, access to drinking water, electricity, ventilation and light, fire exits and first aid kit canteen and computer facilities UNESCO (2020). Classroom Infrastructure facilities can be either permanent or temporary structures. The structures should be appropriate, adequate and properly located, devoid of any risks to users or to those around them. They should also comply with the provisions of the Education Act (Cap 211), Public Health Act (Cap 242) and Ministry of Public Works building regulations/standard.

A study by Musyoka (2013), on the influence of provision of school physical classroom infrastructure on students' performance in K.C.S.E in Mwingi Central, Kitui County found out that schools don't have adequate facilities which negatively impacts on their academic performance. A study by Kiplagat et al (2013) on factors contributing to poor academic performance in K.C.S.E in secondary schools in Kericho sub county found out that 56.6% disagreed while 43.4% agreed that school classroom infrastructure affect academic performance. According to the study to some extent, infrastructure does not affect academic performance. Juma (2011) links performance in examinations to state of teaching and learning resources in schools. He notes that students from poor backgrounds perform poorly in the examinations because the poor are often in areas where schools are seriously deprived of vital facilities like classrooms, an attitude of helplessness may be inculcated early into children making them feel that being in school is a waste of time.

Classroom materials such as textbooks, charts, teachers' professional workbooks, laboratory equipment and learning aids are used to improve the quality of learning and the effectiveness of teachers' work. They also create a conducive enriched learning environment for students to participate in the learning process, which helps them to learn more effectively themselves. This assists the student in learning more effectively and, as a result, in succeeding well in academics (Ifeoma, 2013). Teaching and learning resources (instructional materials), according to Jekayinfa (2016), may be frustrating for instructors due to a lack of supply and access to the resources they need to teach their topics.

Teachers and students should have access to instructional resources in the classroom or the library at all times so that they may refer to them for reference. An investigation carried out by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in 2010 in Cameroon, Ghana, Tanzania and Kenya revealed that the only teaching aids available in classrooms were a blackboard, chalk, and a duster, which was confirmed by the findings of the study. Because there was no security in the classrooms, teaching/learning aids such as maps, charts, and specimens were kept locked up in the principals' offices, resulting in poor academic performance.

## **2.6 Principals' use of ICT and students' academic performance**

ICT refers to the use of computer-based communication technology that serves as a network to find information. This includes computer hardware and software that can be used for teaching and learning and information resources (Mumtaz, 2020). Teaching at School as well as Higher Education, mostly, concentrate on giving information, which is not the sole objective of Teaching. Along with giving information, the other objectives are: To develop understanding and application of the concepts, developing expression power, developing reasoning and thinking power, development of judgment and decision-making ability, improving comprehension, speed and vocabulary, developing self-concept and value clarification, developing proper study habit and finally development of tolerance and ambiguity, risk-taking capacity, scientific temper.

According to Kesara (2011), internet use has spread faster due to the development and spread of cheaper and more user-friendly computer technology and software e.g. portable computers, Microsoft Word among

many others. The use of the Internet has increased dramatically. He further indicated in his report that in 2010, the world's Internet use was 28.7% of the population and that the growth in the use of the Internet had been dramatic. For example, between 2020 and 2010, the rate of growth of Internet use was 444.8%. Thabet and Kalyankar (2014), argued that the particular attributes of the computer are needed to bring real-life models and simulations to the learner; thus, the medium does influence learning. However, it is not the computer per se that makes students learn, but the design of the real-life models and simulations, and the students' interaction with those models and simulations. The computer is merely the vehicle that provides the processing capability and delivers the instruction to learners.

According to Wesley, (2011), who did a research on high school students' academic performance and internet use, he concluded that students that used the Internet at school and at home, which he termed as moderate users, such students enjoyed higher grades versus those that did not use the Internet. Another very important way of ICT integration in teaching involves the use of mobile technology. Mobile phones and their applications are rapidly growing in importance and can be used for various purposes. According to Algahtani and Mohammad (2015), mobile-learning is e-learning that uses mobile devices and wireless transmission. M-learning functions by integrating a number of hardware and software technologies into multimedia applications to facilitate the understanding of educational content,

## **2.7 Summary of literature review**

Academic performance measures how well a student has fulfilled specified goals in school, college, and university. School systems set cognitive goals

that apply across subject areas (for example critical thinking) or incorporate knowledge and comprehension in a single intellectual domain. Which in turn the student academic performance is defined by Mutua (2011) as the final results of the Kenya Certificate of Secondary Education (KCSE) for students in secondary schools. According to Brigman and Campbell (2013), in a school set up, communication influences the behaviour of teachers, students, non-teaching staff and parents among others. The school principal as the head of school is expected to communicate the school rules and regulations to all and sundry within the school setup. Meaningful interactions facilitated by effective communication systems are engaged in daily school management routine. Stakeholder alludes to any person who has put resources into the government assistance and accomplishment of a school and its understudies. Educators may add to terrible showing by being ill-equipped because of the delay or non-appearance; this prompts most understudies to take part in indiscipline cases like making a commotion in class additionally escaping the classes as the instructors are nowhere to be found. A good infrastructure indicates a good school. A good infrastructure includes; building in good shape of benches, chairs, access to drinking water, electricity, ventilation and light, fire exits and first aid kit canteen and computer facilities UNESCO (2020).

## **2.8 Theoretical framework**

This research is grounded on the classic management philosophy advocated by Henri Fayol (1841-1925) (Odhiambo, 2017). Henri Fayol, a French theorist, argued that managers everywhere play a function that can be described

and understood in terms of the many activities they engage in on behalf of their

respective enterprises. The idea from which Fayol derived his management principle that serves as guidance for efficient administration. The organization's methodical approach to its work paves the way for tasks and processes to provide crucial data in support of developments in plant development work methodologies, allowing for more accuracy in measurement. Enhanced productivity was the result of better working procedures (Ongeri, 2016).

This research is relevant to the theory of administrative management since the 14 principles may be used by school administrators as part of their day-to-day management techniques to promote collaboration and get things done. The idea also stresses the need of training principals and dividing their responsibilities as managers and supervisors from one another (George et al., 2017). The idea that each school is a complicated organization with its own unique characteristic that impacts the way it runs is crucial to grasp. Fayol took into account a wide range of characteristics, including those associated with interaction, administration, and structure. The theory's goal is to learn how a company's parts and systems work together (Odhiambo, 2017). In other words, the principal's role in schools is crucial for fostering collaboration with other stakeholders and boosting students' academic outcomes. Public secondary schools in the Nyando sub-county of Kenya may utilize the framework provided by Fayol's traditional management theory to improve student outcomes in areas such as communication, stakeholder participation, infrastructure acquisition and maintenance, and the use of ICT integration.

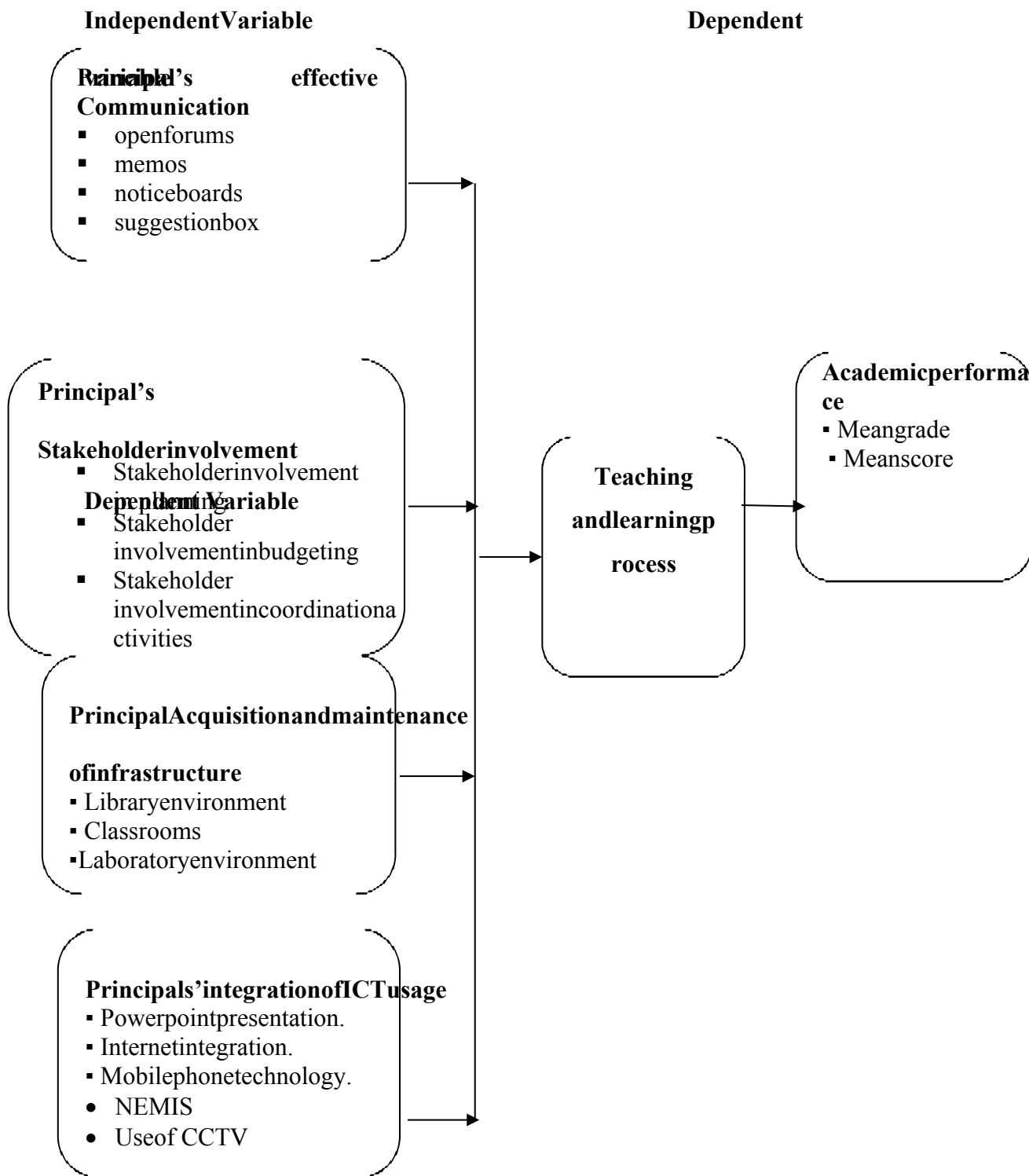


The study anchored on Effective Schools Theory Model by Lezotte (2010). This theory model contains seven main correlates of effective schools. According to this model, an effective school is a school that can measure students' achievement terms, demonstrates the joint presence of quality and equity. The seven correlates are: Strong leading the instructional program, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of students' academic progress, positive home school relations and opportunity to learn/time on task.

This study uses the theory model to underpin principals' management practices which include: effective communication, stakeholders' involvement, acquisition and maintenance of infrastructure, integration of ICT usage and posits principals' supervision of teaching and learning allows observation of obstacles and timely interventions can be taken. Several researchers have used this theory including Waweru and Nyagosia (2013) and Ismail (2013) who found it crucial for principals aspiring to enhance students' performance. Kosgey (2015) notes it is applicable in any school setting. The weakness of the theory is that cross checking is time consuming and resources have a cost implication. Its strength is that the principal has at his/her disposal management practices that guide students' to do well in the examination. Effective school's theory model holds the vision that all students can succeed through high expectations and strong collaborative practices. The theory posits that there is a strong relationship between principals' management practices and students' academic performance.

## **2.9 Conceptual framework**

Mugenda and Mugenda (2013) define conceptual framework as a hypothesized model of identified concepts under study and their relationships. Conceptual framework is the method of presentation where the research represents the relationship between variables in the study and explains them further grammatically.



**Figure 2.1: Shows relationships between variables on the influence of principals' management practices on students' performance in Kenya Certificate of Secondary Education.**

Principals' effective communication motivates the teachers and students' hence influence in students' performance in their KCSE. Stakeholder's involvement influence teachers' commitments in teaching, improves teaching learning techniques and therefore improvement on students' performance in KCSE.

Acquisition and maintenance of infrastructure by the principals to observe teacher lesson presentation and check of professional documents propels the teacher to prepare in advance. Prepared teacher delivers the content effectively hence improved performance by the students in KCSE. Principals' use of ICT improves the teachers' teaching skills and also motivates the teacher intrinsically hence putting effort in content delivery. This improves the learning of students' and their academic performance. The moderating variable is the management process which determines how the principal carries his or her tasks and how this impacts the academic performance of learners.

**CHAPTER**  
**THREE RESEARCH METH**  
**ODOLOGY**

**3.1 Introduction**

This chapter comprised of the research design, target population, sample size and sampling techniques, research instrument, instrument validity, instrument reliability, data collection procedure, data analysis techniques and ethical considerations.

**3.2 Research paradigm**

A mixed method research paradigm was used in the study. It combines qualitative and quantitative studies. In the study it will be practical to combine descriptive forms and numerical data to collect findings. Bryman (2007) described mixed methods as the type of research in which a researcher combines elements of qualitative and quantitative research approaches. An example of mixed method paradigm is the one that uses qualitative and quantitative viewpoints, data collection, analysis, inference techniques for the purpose of breadth and depth of understanding and corroboration. Creswell (2003) says mixed methods are advantageous as in the case for this study as they allowed the researcher to view research problems from multiple perspectives, contextualize information, develop a more complete understanding and triangulate results. It is therefore a more comprehensive research paradigm.

**3.3 Research design**

The study adopted descriptive survey design method. According to Orodho (2013), descriptive survey design is a method of collecting information by

administering questionnaires to a sample of individuals for collecting data with an aim of getting answers to questions concerning current status of the subject being studied. The method is considered most appropriate for the study wishes to establish the relationship between principals' management practices (independent variables) and students' performance (dependent variable) in Kenya Certificate of Secondary School Education in Nyando Sub-county without any attempt of manipulating them.

### **3.4 Target population**

According to Mugenda and Mugenda (2013), the target population is the total population the researcher wants to generalize the results. The study was carried out in Nyando Sub-county, Kenya. There are thirty secondary schools in the sub-county. The study therefore targeted 30 secondary schools, 30 principals, and 30 teachers in Nyando Sub-County, Kenya (DEOs Office, 2016).

### **3.5 Sample size and sampling technique**

A sample size is a small portion of a target population, which will be used in the study to represent the total population. Mugenda and Mugenda (2013) observe that the sample size depends on various factors such as the number of variables in the study, the type of the research design, the method of data analysis and the size of accessible population. According to Mugenda and Mugenda (2013), a sample size of above 10% is a good representation of the target population. Since the target population is not very large, this study focused on 50% of the target population. Thus, the sample frame of the principal and teachers in this study included 15 principals and 15 teachers,

using simple random sampling. In addition, the study included 1 SCDE. The totalsample size was 31 respondents as shown in table 3.1.

**Table 3.1: Sample size**

<b>Respondents</b>	<b>Target</b>	<b>Sample</b>	<b>Percentage</b>
Principals	30	15	50%
Teachers	30	15	50%
SCDE	1	1	100%
<b>Total</b>	<b>61</b>	<b>31</b>	

### **3.6 Research instruments**

This study used questionnaires and interview as the main data collection instruments. According to Kombo and Tromp (2006), a questionnaire is a research instrument that can gather data over a large sample. Mugenda and Mugenda (2013) say that a questionnaire is commonly used to obtain important information about a population and each item in a questionnaire addresses a specific objective of the study.

Two different structured and open-ended questionnaires were developed for the principals, and teachers. The open-ended questions allowed respondents to give their own views while the closed questions gave alternatives to choose from. This method will have an anonymity, which will help the researcher to collect more accurate and uniform answers, which will allow comparison. The questionnaires will have two sections; A and B. Section A will consist of questions aimed at getting general information about the respondents while section B will consist of specific questions related to the objectives of the study in the principals' management practices.

In addition, the researcher used face-to-face interview guides to collect information on the influence of principals' management practices on academic performance in public secondary schools. The interview guide measured how principals' effective communication, stakeholder involvement, principals' acquisition and maintenance of infrastructure, ICT integration by the principal influences student academic performance. The interview guide will help the researcher give a general outline of an interview. Additionally, using an interview guide will help the researcher to save time and resources as he or she knows exactly what he or she wants in terms of the study. The interview guide will be given to the Sub-County Director of Education (SCDE).

### **3.6.1 Validity of research instruments**

According to Mugenda and Mugenda (2012), validity is the degree to which a test measures what it is supposed to measure. It is the accuracy, meaningfulness and technical soundness of the research. In order to minimize the instrument error occurring from ambiguity in the research instrument, the researcher will seek advice from the supervisors in the evaluation of the instrument. The feedback from the experts will assist in the improvement of the research instrument through expert judgment.

### **3.6.2 Reliability of the instrument**

Reliability is the extent to which the instrument yields the same consistent result on repeated trials (Mugenda & Mugenda, 2013). The research used test-retest technique to determine the reliability of the research instruments. This technique helped the researcher to administer the instruments twice in two schools within two-week interval to test the reliability. If the results

of



thetwotestsarehighlyinconsistentthentheirreliabilityislow.Thescoresofthe

two tests were correlated. Reliability co-efficient was computed by use of Pearson Correlation Coefficient (r)

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

The value of r was equal to 0.92, hence the two sets are in perfect agreement and thus high degree of reliability of the data and suitability of the research instruments.

### 3.7 Data collection procedures

The researcher first obtained the data collection letter from the university. In addition, the researcher sought Clearance letter of Introduction to Schools from the County Education Office of the Sub-county director of education, Nyando Sub-

County. The authority to conduct the study was obtained from the National Commission for Science Technology and Innovation (NACOSTI). The selected schools were visited and the questionnaires administered to the respondents. The researcher visited the schools to make an appointment with the principal on when to visit the school for data collection. The questionnaires were provided to the respondents and after they were filled, the researcher picked them immediately.

### 3.8 Data analysis techniques

Data analysis technique is the process of systematically searching, organizing, synthesizing of data collected to establish patterns among them. The

data collected was both quantitative and qualitative. Quantitative analysis was applied for close ended questions that provide the respondents with

alternativeresponsesfromwhichtochoose.Qualitativeanalysiswasusedinopenend  
ed

questions that required the respondents to give their own opinions. The data was analyzed using descriptive statistics. This was done using Computer Software Statistical Package for Social Sciences (SPSS) version 24. Tables and charts were used to present responses and facilitate comparison. The results were discussed; conclusion and recommendations made based on the study findings. Pearson's correlation analysis was also used to scale and analyze the independent variables and dependent variable correlate and whose data will be put in interval and ratio scales. The correlation coefficient,  $r$ , is a summary measure that describes the extent of the statistical relationship between the two variables or more. The correlation coefficient is scaled so that it is always between -1 and +1. When  $r$  is close to 0 this means that there is little relationship between the variables and the farther away from 0  $r$  is, in either the positive or negative direction, the greater the relationship between the two variables.

The information gathered using the interview guide was examined using a content analysis method. Content analysis is a collection of processes for gathering and arranging non-structured material into a standardized manner that enables one to draw conclusions about the study goals.

### **3.9 Ethical considerations**

Confidentiality and privacy was maintained during the study. Anonymity was maintained as no school or respondent was required to give their names on the questionnaires. The study was purely for educational purposes. The researchers sought consent of the principal and other respondents before administering the questionnaires.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter presents an analysis of data, as well as the presentation and interpretation of findings. The statistical analysis software, Statistical Package for Social Sciences (SPSS), was utilized to process the data presented in this particular chapter. The themes that address identical research inquiries were collectively presented and scrutinized. The data analysis was presented in both narrative and tabular formats.

#### 4.2 Questionnaire response rate

The study's sample consisted of 30 principals, 30 teachers and 1 SCDE as identified by the researcher. Table 4.1 presents the analysis of response rates.

**Table 4.1: Response rate**

<b>Respondents</b>	<b>Administered</b>	<b>Returned</b>	<b>Response rate</b>
Principals	15	14	93.33%
Teachers	15	14	93.33%
SCDE	1	1	100%
<b>Total</b>	<b>31</b>	<b>29</b>	<b>93.55</b>

Based on the findings, it was determined that out of the 31 individuals who were targeted to participate in the study, only 29 individuals provided complete responses to the questionnaires. The aforementioned figure denotes a response rate of 93.55%. The aforementioned statements suggest that the

obtained response rate was satisfactory, as it exceeded the recommended threshold of 50% for data analysis, as outlined by Sproul (2011).

### 4.3 Demographic information

The research aimed to gather data regarding the participants' basic information to determine their suitability for inclusion in the study. The methodology

was employed to evaluate the dependability of the data obtained from the participants.

This study sought to obtain demographic information from the respondents, including their age, educational background, years of experience and the number of years in the current school.

#### 4.3.1 Age of the respondents

The respondents were asked to indicate their age bracket. Their responses were as shown in Table 4.2.

**Table 4. 2: Age**

	Principals		Teachers	
	Frequency	Percentage	Frequency	Percentage
25-35	0	0	4	28.57
36-45	1	7.14	6	42.86
46-55	13	92.86	3	21.43
56 and above	0	0	1	7.14
<b>Total</b>	<b>14</b>	<b>100</b>	<b>14</b>	<b>100</b>

From the findings, all the principals were between 46-55 years with the exception of one who was between 36-45 years. The prevalence of middle-aged principals is attributed to their extensive accumulation of years of experience within the field of education. They initiated their professional journeys as teachers, subsequently transitioning into administrative positions,

accruing knowledge and proficiency through experience. Teachers who are aged between 25 to 35 years were 4 (28.57%) of the total number of teachers, aged 36 to 45 years were 6 (42.86%), aged 46 to 55 years 3(21.43%) while those aged above 56 years were 1 (7.14%). This shows that the data was collected across all the age groups hence the data could be relied upon.

### 4.3.2 Level of education

The researcher conducted an assessment of the educational background of the respondents. Consequently, the participants were requested to specify their level of educational attainment. The participants' answers are presented in Table 4.3.

**Table 4.3 Level of education**

	Principals		Teachers	
	Frequency	Percentage	Frequency	Percentage
Diploma	0	0	4	28.57
Bachelor's degree	9	64.29	9	64.29
Master's degree	5	35.71	1	7.14
<b>Total</b>	<b>14</b>	<b>100</b>	<b>14</b>	<b>100</b>

As per the findings, majority of the principals had a Bachelor's degree and were 9(64.29%) and 5(35.71%) had a Master's degree. In addition, the teachers who had a bachelor's degree were 9(64.29%) while those who had a diploma were 4(28.57%). One of the teachers reported to have a Master's degree which was 7.14% of the respondents who were teachers. Most of the respondents in all positions had a bachelor's degree which is termed as one of the requirements for anyone in Kenya to serve as a secondary school teacher.

However, the minimum requirement for one to be a secondary school teacher is a diploma. The findings also show that all the respondents were learned enough to give reliable information on the subject under study.

### 4.3.3 Level of experience

The respondents were asked to indicate the number of years they have taught. Their responses were as shown in Table 4.4.

**Table 4.4: Level of experience**

	Principals		Teachers	
	Frequency	Percentage	Frequency	Percentage
Less than 1	0	0	0	0
1-5	2	14.29	4	28.57
6-10	1	7.14	6	42.86
11-15	0	0	1	7.14
Over 15	11	78.57	3	21.43
<b>Total</b>	<b>14</b>	<b>100</b>	<b>14</b>	<b>100</b>

The findings indicate that the majority of principals, 11 (78.57%) have over 15 years of experience in the teaching profession with 3 (21.43%) having between 1-10 years in teaching. Teachers with 6-10 years of teaching experience account for 6 (42.86%) of the respondents. 4 (28.57%) have between 1-5 years of experience in the field with 3 (21.43%) having over 15 years of experience. Only 1 teacher (7.14%) reported having 11-15 years of experience. In general, both teachers and principals have considerable levels of experience in their respective positions, with the majority having over 5 years of experience. This suggests that the respondents are knowledgeable and experienced enough to provide reliable information on the subject of the study.



#### 4.3.4 Years in current school

The respondents were asked to indicate the number of years they have taught in their current schools. Their responses were as shown in Table 4.5.

**Table 4.5: Years in current school**

	Principals		Teachers	
	Frequency	Percentage	Frequency	Percentage
Less than 1	0	0	1	7.14
1-3	2	14.29	4	28.57
4-6	1	7.14	6	42.86
Over 6	11	78.57	3	21.43
<b>Total</b>	<b>14</b>	<b>100</b>	<b>14</b>	<b>100</b>

The findings indicate that the majority of principals, 11 (78.57%) have served for over 6 years as principals in their current school. The implication of this is that majority of the principals have stayed in the schools long enough to respond to the management practices they use and observe their effect on the performance over the years. Similarly, teachers with 4-6 years in the current school account for the largest percentage of the teacher respondents, 6 (42.86%). This ensures that the teachers have experienced the principals' management practices and can comfortably comment on their effectiveness in impacting academic performance in the schools.

#### **4.4 Influence of Principals' Management Practices on Students' Academic Performance in Public Secondary Schools in Nyando Sub-County, Kenya**

The researcher sought to examine how effective communication, stakeholder's involvement, infrastructure and integration of ICT in administration influence

the academic performance in public secondary schools in Nyando Sub-County, Kenya.

#### 4.4.1 Principals' effective communication

The first objective was to determine the influence of principals' effective communication on academic performance in public secondary schools in Nyando sub-county. The principals and teachers were asked to indicate their level of agreement with a number of relevant statements on effective communication. Their replies were shown in table 4.6.

**Table 4.6: Principal's response on effective communication**

	Mean	Std deviation
Principals' hold open forums for discussion with students	4.29	0.725
Principals' Clarified education policies/goals during staff meeting/briefs	4.06	0.615
Principals' Address school during assemblies	3.94	0.633
Principals' Use memos to pass information	3.25	0.771
Principals' Use notice board to pass information	3.87	0.863
Principals' Use suggestion box to collect information	3.77	0.802

From the study findings, the majority of the principals agreed that they hold open forums for discussion with students (Mean=4.29); Principals' Clarified education policies/goals during staff meeting/briefs (Mean=4.06); and that they address the school during assemblies (Mean=3.94). Additionally, the principals agreed they use notice board to pass information (Mean=3.87), they use

suggestion box to collect information (Mean= 3.77) and some use memos to pass information (Mean=3.25) respectively.

**Table 4.7: Teacher's response on Principal's effective communication**

	Mean	Std deviation
Principals' hold open forums for discussion with students	4.31	0.584
Principals' Clarified education policies/goals during staff meeting/briefs	3.65	0.847
Principals' Address school during assemblies	3.91	0.867
Principals' Use memos to pass information	3.43	0.545
Principals' Use notice board to pass information	4.07	0.862
Principals' Use suggestion box to collect information	4.11	0.843

From the study findings, the majority of the teachers agreed that Principals' hold open forums for discussion with students (Mean=4.31); Principals' Use suggestion box to collect information (Mean=4.11); and that Principals' use notice board to pass information (Mean=4.07). Additionally, the teachers agreed that the Principals' Address school during assemblies (Mean = 3.91), Principals' Clarified education policies/goals during staff meeting/briefs (Mean= 3.65) and finally some Principals use memos to pass information (Mean=3.43) respectively.

Further the researcher interviewed the SCDE to get in-depth information on principal's effective communication. The following questions were asked:

i.

*'In your opinion, how does principals' effective communication influence academic performance?*

ii. *Which strategies do the principal use for effective communication and how does it influence performance?*

The SCDE responded that effective communication by school principals with their staff, students, and parents can facilitate the establishment of a favorable learning milieu and promote a sense of communal belonging within the educational institution. Inadequate communication from the principal may result in misinterpretations, culminating in perplexity, exasperation, and reduced drive among the teachers and learners. Effective communication by the principal fosters a shared understanding of expectations among all members of the school community, thereby promoting collaborative efforts towards a unified objective. The elimination of ambiguous expectations and miscommunication can lead to a boost in academic performance, as it allows educators to concentrate on teaching and learners to concentrate on learning, free from many disruptions. Hence, an effective communication strategy employed by a principal can foster a culture of trust, respect, and collaboration, which are crucial elements for achieving academic excellence.

The educational administrator employs diverse strategies to facilitate efficient communication, including recurrent assemblies, classroom assemblies, written correspondence, bulletin board notifications, and feedback receptacles. The implementation of these tactics enables the principal to effectively

engage with diverse stakeholders within the educational institution, encompassing f

aculty, pupils, and guardians. Through consistent and transparent

communication across multiple platforms, the principal can effectively disseminate pertinent information to all stakeholders, including but not limited to school policies, forthcoming events, and academic advancements. Fostering trust and cultivating a sense of community can potentially enhance academic performance. When individuals share a common understanding and sense of cohesion, they are more inclined to collaborate towards mutual objectives, such as enhancing academic achievements. Furthermore, through the utilization of suggestion boxes and other feedback mechanisms, the principal can amass input from various stakeholders. This information can then be employed to make data-driven decisions that bolster academic achievement. In general, the implementation of proficient communication tactics by the principal can establish a favorable and encouraging educational milieu that cultivates scholarly achievement.

The results of this study are in congruence with the results of a study done by Ibrahim & Mahmoud (2017) on principals' communication styles and school performance in government schools, UAE, which showed that principals are almost always expressive in their communication. They almost never act aggressively or use moodiness or threat.

Similarly, Gathumbi & Mulwa (2019) in their study on influence of principals' communication strategies on students' discipline in public secondary schools in Kisasi Sub-County, Kitui County, Kenya, agreed that the strategies that principals use such as assemblies, suggestion boxes, staff meetings influence academic performance.

#### 4.4.2 Stakeholders involvement

The second objective was to determine the influence of stakeholder involvement in decision making on academic performance in public secondary schools in Nyando sub-county. The principals and teachers were asked to indicate their level of agreement with a number of relevant statements on stakeholder involvement. Their replies were shown in below.

**Table 4.8: Principals' response on stakeholder involvement**

	Mean	Std deviation
This school has a culture of shared responsibility among stakeholders to improve academic achievement.	3.98	0.5037
This school culture is characterized by mutual support from the stakeholders' to improve academic achievement	4.09	0.9254
This school provides all stakeholders with opportunities to actively participate in developing goals that improve academic achievement	4.22	0.5354
This school provides parents with opportunities to actively participate in school decision-making that improves academic achievement.	3.71	0.5231
This school provides learners with opportunities to actively participate in school decision-making that improves academic achievement.	3.29	0.8624
Parents/guardians assist learners with school work where possible.	3.26	0.571
Parents/guardians pay class visits to check on the academic progress of learners.	2.98	0.472

From the study findings, the majority of the principals agreed that their schools provide all stakeholders with opportunities to actively participate in developing goals that improve academic achievement (Mean=4.22); the school culture is characterized by mutual support from the stakeholders' to

improve academic achievement (Mean=4.09); their school has a culture of shared responsibility among stakeholders to improve academic achievement.(Mean=3.98);and that their school provides parents with opportunities to actively participate in school decision-making that improves academic achievement.(Mean=3.71). Further, the principals agreed their school provides learners with opportunities to actively participate in school decision-making that improves academic achievement.(Mean=3.29) and Parents/guardians assist learners with school work where possible (Mean=3.26). However, few of the principals agreed that Parents/guardians pay class visits to check on the academic progress of learners (Mean=2.98).

**Table 4.9: Teachers' response on stakeholder involvement**

	<b>Mean</b>	<b>Std deviation</b>
This school has a culture of shared responsibility among stakeholders to improve academic achievement.	4.44	0.960
The school culture is characterized by mutual support from the stakeholders' to improve academic achievement	4.12	0.752
This school provides all stakeholders with opportunities to actively participate in developing goals that improve academic achievement	4.02	0.814
This school provides parents with opportunities to actively participate in school decision-making that improves academic achievement.	4.47	0.765
This school provides learners with opportunities to actively participate in school decision-making that improves academic achievement.	3.22	0.811
Parents/guardians assist learners with school work where possible.	3.62	0.736
Parents/guardians pay class visits to check on the academic progress of learners.	3.81	0.391



From the study findings, the majority of the teachers agreed that their school provides parents with opportunities to actively participate in school decision-making that improves academic achievement (Mean= 4.47); their school has a culture of shared responsibility among stakeholders to improve academic achievement (Mean=4.44); their school culture is characterized by mutual support from the stakeholders' to improve academic achievement (Mean=4.12); and that their school provides all stakeholders with opportunities to actively participate in developing goals that improve academic achievement. (Mean=4.02). Further, the teachers agreed that Parents/guardians pay class visits to check on the academic progress of learners (Mean = 3.81) and Parents/guardians assist learners with school work where possible (Mean= 3.62). Finally, some of the principals agreed that their school provides learners with opportunities to actively participate in school decision-making that improves academic achievement (Mean=3.22).

In addition, the researcher interviewed the SCDE to get in-depth information on stakeholder involvement in decision making. The following questions were asked:

- iii. Do you think the principal's involvement of stakeholders in planning influences student academic performance?*
- iv. In your opinion, does Stakeholder involvement in budgeting for school learning resource influence student academic performance?*

The SCDE agrees that the active engagement of stakeholders by principals in the planning process can have a positive impact on the academic performance

of students. The inclusion of stakeholders, including educators, guardians, and learners, in the planning phase can offer significant insights and viewpoints, thereby enhancing the relevance, feasibility, and efficacy of the plans. The involvement of stakeholders in the planning process is positively correlated with their sense of investment in the outcomes and motivation to contribute to their success. The development of a sense of ownership and responsibility

has the potential to exert a positive influence on academic performance. Incorporating stakeholders in the planning phase can facilitate the recognition of potential obstacles and impediments to achievement, thereby enabling proactive measures to address and mitigate such challenges. The implementation of preventative measures can effectively mitigate potential obstacles that may impede academic advancement and foster a climate of perpetual enhancement. Hence, the engagement of stakeholders by the principal in the planning process can foster a collaborative and supportive environment, thereby yielding a favorable influence on the academic achievement of students.

The SCDE concurs with the notion that the participation of stakeholders in the allocation of funds for educational resources can have a beneficial impact on the academic achievement of students. The involvement of stakeholders, including educators, guardians, and learners, in the budgetary procedure can yield significant contributions and perspectives regarding the optimal resources that can bolster academic achievement. The implementation of this approach may facilitate the alignment of budgetary allocations with the specific needs of the school community, thereby enhancing the relevance and targeting of such allocations. The provision of adequate resources, including

textbooks, technology, and learning materials, to educational institutions is positively correlated with their ability to facilitate student learning and enhance academic performance. Incorporating stakeholders in the budgetary procedure can foster a sense of proprietorship and commitment towards the triumph of the educational institution. The cultivation of a culture that emphasizes accountability and responsibility has the potential to exert a positive impact on academic achievement. Incorporating stakeholders into the budgetary procedure can promote equitable resource allocation, thereby enabling all students to access the necessary resources for academic success, irrespective of their background or circumstances. The participation of stakeholders in the allocation of funds for educational resources in schools can foster an environment that is more conducive to learning, thereby promoting equity and support, and ultimately leading to improved academic outcomes for students.

The findings concur with those of Mutwiri (2015) that stakeholder's involvement in school governance and developing discipline policies increase the students' morale and motivation, which in turn improves their academic performance. Similarly, Maina & Okoth, (2020) conducted a study on the influence of stakeholder involvement on pupils' academic performance in public primary schools in Gilgil sub county, Kenya. The results concurred with those of this study that stakeholder involvement in school management had a positive impact on academic performance. Specifically, the study found that stakeholder involvement led to a more collaborative and supportive environment, increased accountability and transparency, and improved resource allocation, which in turn led to better academic outcomes for students.

#### 4.4.3 Acquisition and Maintenance of Infrastructure

The third objective was to examine the influence of principals' acquisition and maintenance of infrastructure on academic performance in public secondary schools in Nyando sub-county. The principals and teachers were asked to indicate their level of agreement with a number of relevant statements on stakeholder involvement. Their replies were shown in below.

**Table 4.10: Principals' response of Acquisition and Maintenance of Infrastructure**

	Mean	Std deviation
Physical classroom environment affects students' academic performance.	3.24	1.060
Number of classrooms in relation to number of students affects students' academic performance	4.66	1.120
The number of students' desks, teacher's chairs and tables in the room affects students' academic performance	3.49	0.894
school library affects students' academic performance	3.28	0.780
Availability of relevant learning materials for students affects students' academic performance	3.51	0.836
Space and furniture for the students in the library affects students' academic performance	3.80	0.667
School science laboratory affects the student academic performance	3.20	0.891

From the study findings, the majority of the principals agreed Number of classrooms in relation to number of students affects students' academic performance (Mean=4.66); Space and furniture for the students in the library

affects students' academic performance (Mean=3.80); Availability of relevant learning materials for students affects students' academic performance (Mean=3.51); and that the number of students' desks, teacher's chairs and tables in the room affects students' academic performance (Mean=3.49). Further, the principals agree that school library affects students' academic performance (Mean=3.28) and Physical classroom environment affects students' academic performance (Mean= 3.24). Some of the principals agreed that school science laboratory affects the student academic performance (Mean=3.20).

**Table 4.11: Teachers' response of Acquisition and Maintenance of Infrastructure**

	Mean	Std deviation
Physical classroom environment affects students' academic performance.	4.31	0.537
Number of classrooms in relation to number of students affects students' academic performance	4.47	0.721
The number of students' desks, teacher's chairs and tables in the room affects students' academic performance	4.69	0.534
school library affects students' academic performance	3.78	1.203
Availability of relevant learning materials for students affects students' academic performance	3.72	0.829
Space and furniture for the students in the library affects students' academic performance	3.88	0.682
school science laboratory affect the student academic performance	3.60	0.427

From the study findings, the majority of the teachers agreed the number of students' desks, teacher's chairs and tables in the room affects students' academic performance (Mean=4.69); Number of classrooms in relation to

number of students affects students' academic performance (Mean=4.47); Physical classroom environment affects students' academic performance (Mean= 4.31); and Space and furniture for the students in the library affects students' academic performance (Mean=3.88). Further, the teachers agreed school library affects students' academic performance (Mean=3.78) and Availability of relevant learning materials for students affects students' academic performance (Mean= 3.72). Some of the teachers agreed that school science laboratory affects the student academic performance (Mean=3.60).

In addition, the researcher interviewed the SCDE to get in-depth information on acquisition and maintenance of infrastructure. The following questions were asked:

v.

*How does acquisition of new classrooms and libraries influence how learners perform in their academics in your school?*

vi. *Does the principal acquisition and maintenance of school library environment help improve the learning culture in schools?*

The SCDE responded that the provision of additional classrooms and libraries can potentially exert a favorable impact on the academic performance of students within an educational institution. The provision of additional classrooms to schools can facilitate the accommodation of a greater number of students, thereby mitigating issues of overcrowding and fostering a more favorable learning atmosphere. The provision of a capacious and cozy educational setting has the potential to mitigate diversions and enhance learners' focus, thereby leading to a favorable influence on their academic achievements. Furthermore, the provision of contemporary facilities such

as

interactivewhiteboards,projectors,andotherinstructionaltechnologyinnewlyconstructedclassroom potentiallyaugmentthequalityofinstructionandlearning.

Theprocurementandupkeepoftheschoollibraryenvironmentbytheprincipalcanpotentially enhancetheeducationalclimatewithin academicinstitutions.Aschoollibrarythatisadequatelyfurnishedandproperlymain tainedcanfurnishstudentswithanarrayofeducationalmaterials,includingbooks,pe riodicals,anddigitalmedia,whichcanserveasacomplement to classroom instruction and foster self-directed learning. Theimplementationofthisapproachcanpotentiallyfosteranacademicenvironment that prioritizes the acquisition of knowledge and a passion for literature among pupils.

TheSCDErespondedthataschoollibrarycanfunctionasacentrallocationfor scholarly investigation and inquiry-oriented education, affording pupils thechance to investigate novel subjects, cultivate analytical reasoning abilities,and cooperate with fellow students. The provision of diverse resources andopportunities for autonomous learning is conducive to fostering a sense ofaccountability and self-drive in students, thereby augmenting their academicachievement.

In addition, a meticulously maintained school library has the potential to fosterafavorableandwelcoming atmosphereforlearning,therebycultivatingaculture that values and esteems education. The provision of a well-maintained,structured,andhospitablelibraryenvironmentcanpotentiallyfosterani nclinationamongstudentstoengageinextensivereadingandlearning,



thereby augmenting their cognitive abilities and competencies. Moreover, a meticulously curated library can facilitate a communal and cooperative atmosphere among pupils, as they engage in collaborative research endeavors or exchange their educational insights with one another.

A study conducted in Tanzania by Maganga (2016) on factors affecting students' academic performance in public secondary schools in Ilala district, Dar-es-Salaam. The results of the study were in agreement with those of this study that a well-equipped library positively affects the student performance. Additionally, students' performance is significantly correlated with satisfaction with academic environment and the facilities of computer lab and other important facilities in the institution. The results of another study conducted by Musyoka (2013) in Mwingi Central, Kitui County, on the availability of physical classroom infrastructure and students' performance on the Kenya Certificate of Secondary Education, are consistent with those of this study.

#### **4.4.3 Integration of ICT usage**

The fourth objective was to determine the use of ICT integration by the principals on academic performance in public secondary schools in Nyando sub-county. The principals and teachers were requested to express their degree of concurrence with several pertinent assertions regarding stakeholder engagement. The responses provided by the individuals are presented below.

**Table 4.12: Principal's responses on integration of ICT usage**

Mean	Std	deviation
ICT integration enhances faster syllabus coverage thereby better performance	4.21	0.836
ICT integration saves time making it possible to meet deadlines	3.95	1.228
ICT integration enhances in-depth analysis to be done	4.04	0.843
ICT enhances understanding during lesson presentation	3.68	1.082
ICT makes teaching more interesting for me and learners	4.44	1.150
ICT makes preparation of lessons to be easy and faster	3.36	0.669
ICT improves the presentation of material in my lessons	4.32	1.205

As shown in Table 4.12 the majority of the principals agreed that ICT makes teaching more interesting for me and learners (Mean=4.44); ICT improves the presentation of material in my lessons (Mean=4.32); ICT integration enhances faster syllabus coverage there by better performance (Mean=4.21) and ICT integration enhances in-depth analysis to be done (Mean=4.04) respectively. Additionally, the principals fairly agreed that ICT integration saves time making it possible to meet deadlines (Mean=3.95); ICT enhances understanding during lesson presentation (Mean=3.68) and ICT makes preparation of lessons to be easy and faster (Mean=3.36).

**Table 4.13: Teacher's responses on integration of ICT usage**

Mean	Std	deviation
ICT integration enhances faster syllabus coverage there by better performance	4.75	0.972
ICT integration saves time making it possible to meet deadlines	4.45	0.694
ICT integration enhances in-depth analysis to be done	3.69	0.842
ICT enhance understanding during lesson presentation	3.84	1.247
ICT make teaching more interesting for me and learners	3.55	0.751
ICT makes preparation of lesson to be easy and faster	4.71	1.241
ICT improve the presentation of material in my lessons	4.62	1.306

As shown in Table 4.13 the majority of the teachers agreed that ICT integration enhances faster syllabus coverage thereby better performance (Mean=4.75); ICT makes preparation of lesson to be easy and faster (Mean=4.71); ICT improve the presentation of material in my lessons (Mean=4.62) and ICT integration saves time making it possible to meet deadlines (Mean= 4.45) respectively. Additionally, the teachers fairly agreed that ICT enhance understanding during lesson presentation (Mean=3.84); ICT integration enhances in-depth analysis to be done (Mean=3.69) and ICT make teaching more interesting for me and learners (Mean=3.55).

In addition, the researcher interviewed the SCDE to get in-depth information on acquisition and maintenance of infrastructure. The following questions were asked:

- vii. *How do you think the integration of internet in the school learning system has improved the student academic performance?*
- viii. *In your opinion, does the principal integration of national education management information help enhance learner's academic performance?*

The SCDE responded that primarily the internet offers students an extensive array of online learning resources that can serve as a complementary aid to traditional classroom instruction. These resources include educational videos, interactive tutorials, and online textbooks. This approach facilitates personalized learning, enabling students to progress at their own pace, review complex concepts, and delve into subjects of personal interest beyond the confines of the conventional classroom environment.

Furthermore, the advent of the internet has facilitated the provision of tailored feedback and assistance to students by educators. Educators have the ability to utilize digital platforms to facilitate communication with their pupils, disseminate educational materials, furnish evaluations on coursework, and address inquiries from students, even beyond the confines of customary school schedules. The provision of personalized attention and support to students can have a favourable impact on their academic achievement.

Moreover, the incorporation of the internet into the educational framework has facilitated the ability of educational institutions to monitor the academic advancement and accomplishments of their students, pinpoint areas of deficiency, and furnish customized assistance and remedial measures. This

measure can potentially facilitate the provision of adequate academic support to students, thereby enhancing their likelihood of achieving academic success.

The incorporation of national education management information by the principal has the potential to augment the academic performance of learners. The National Education Management Information Systems (NEMIS) are purposefully crafted to furnish instantaneous data and analytical insights on diverse aspects such as student academic progress, teacher efficacy, and school achievements. When appropriately integrated into the educational institution's comprehensive management framework, this data can serve as a valuable tool for informing strategic decision-making, optimizing planning processes, and augmenting academic achievements.

The SCDE responded that an educational administrator may utilize the national NEMIS dataset to pinpoint areas of inadequacy in student academic performance, such as substandard graduation rates or elevated levels of absenteeism. Based on the available data, the principal can devise specific interventions and support measures to tackle these concerns and enhance academic achievements among students.

The utilization of NEMIS data can facilitate the assessment of pedagogical approaches and curriculum execution efficacy, thereby enabling educational institutions to refine their strategies and enhance academic achievements. Moreover, the incorporation of National Education Management Information Systems (NEMIS) can aid educational institutions in enhancing their resource management capabilities, encompassing aspects such as personnel,

infrastructure, and financial planning, thereby guaranteeing efficient allocation of resources to facilitate optimal student learning outcomes.

This study's findings corroborate those of Mwendwa (2017), who found that ICT integration in the curriculum was hindered by a lack of internet access in most schools. The research focused on Kitui County, Kenya, and its public elementary schools and their access to technology-

related resources. ICT Adoption in Educational Management of Primary Schools in Kenya was also the subject of research by Mwadulo & Odoyo (2020). Consistent with the findings of this study, the Kenyan government has taken active steps through the Ministry of Education to promote the use of ICT to revolutionize the management of schools. These steps include the implementation of an ICT policy, the development of institutional websites, and the introduction of the National Education Management Information System (NEMIS). By monitoring student and teacher performance, NEMIS maximizes the use of available educational resources and inspires school administrators to use Management Information Systems (MIS) to tackle difficult issues.

#### **4.5 Inferential statistics**

A statistical analysis utilizing Pearson's Product Moment Correlation was performed in order to determine the degree of association between the variables. Table 4.14 displays the results of the investigation.

**Table 4.14: Correlation matrix**

		Academic performance	Principals effective communication	Stakeholders involvement	Acquisition and maintenance of infrastructure	Integration of ICT usage
Academic performance	Pearson Correlation	1				
	Sig.(2-tailed)	-				
Principals effective communication	Pearson Correlation	.815	1			
	Sig.(2-tailed)	.031	-			
Stakeholders involvement	Pearson Correlation	.703	.538	1		
	Sig.(2-tailed)	.025	.021	-		
Acquisition and maintenance of infrastructure	Pearson Correlation	.727	.756	.598	1	
	Sig.(2-tailed)	.033	.013	.017	-	
Integration of ICT usage	Pearson Correlation	.856	.641	.716	.533	1
	Sig.(2-tailed)	.016	.008	.004	.027	-

Results in table 4.14 reveal that there is a strong, positive and significant correlation between principal's effective communication and academic performance of public secondary schools in Nyando Sub County ( $r = 0.815$ ,  $p$  value = 0.031). In addition, the study reveals that the correlation between stakeholder involvement and academic performance of public secondary schools in Nyando Sub County is positive and significant ( $r = 0.703$ ,  $p$  value = 0.025). Further, the study reveals that the correlation between acquisition and maintenance of infrastructure and academic performance of

public secondary schools in Nyando Sub County is positive and significant( $r=0.727$ ,  $p$  value= $0.033$ ). Finally, the study establishes that there was a very strong, positive and significant correlation between ICT usage and academic performance of public secondary schools in Nyando Sub County. ( $r=0.856$ ,  $p$  value= $0.016$ ). This implies that all the variables had a positive and significant correlation with academic performance of public secondary schools in Nyando Sub County.



## CHAPTER FIVE

### SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents summary of the data findings, discussion of the data findings, conclusion drawn from the findings highlighted and recommendation made. The conclusions and recommendations drawn are focused on addressing the objective of the study.

#### 5.2 Summary of the findings

The study sought to establish the influence of principals' management practices on academic performance of public secondary school in Nyando Sub County, Kenya. The study focused on the influence of principal's effective communication, stakeholder involvement, acquisition and maintenance of infrastructure and integration of ICT usage on academic performance in public secondary schools in Nyando Sub County. This section provides a summary of both descriptive and inferential findings of each of the variables under study.

##### 5.2.1 Principal's effective communication

The study found that the principals hold open forums for discussion with students, the principals use suggestion box to collect information and that principals use notice boards to pass information. Additionally, the study revealed that the principals address the school during assemblies; principals clarify education policies/goals during staff meeting/briefs and finally some principals use memos to pass information.

### **5.2.2 Stakeholder involvement**

The study found that schools provide parents with opportunities to actively participate in school decision-making that improves academic achievement. The study also found that schools have a culture of shared responsibility among stakeholders to improve academic achievement, school culture is characterized by mutual support from the stakeholders' to improve academic achievement and that schools provide all stakeholders with opportunities to actively participate in developing goals that improve academic achievement. Further, the study revealed that Parents/guardians pay class visits to check on the academic progress of learners and Parents/guardians assist learners with school work where possible. Finally, the study also found that schools provide learners with opportunities to actively participate in school decision-making that improves academic achievement.

### **5.2.3 Acquisition and maintenance of infrastructure**

The study found that the number of classrooms in relation to number of students affects students' academic performance. The study also found that the space and furniture for the students in the library affects students' academic performance, the availability of relevant learning materials for students affects students' academic performance and that the number of students' desks, teacher's chairs and tables in the room affects students' academic performance. Moreover, the study found that the school library affects students' academic performance and physical classroom environment affects students' academic performance. Further, the study revealed that the school science laboratory affects the student academic performance.

#### **5.2.4 Integration of ICT Usage**

The study found that ICT integration enhances faster syllabus coverage thereby better performance. The findings of the study also found that ICT makes preparation of lessons to be easy and faster, ICT improves the presentation of material in lessons and ICT integration saves time making it possible to meet deadlines. Additionally, the study findings revealed that the ICT enhance understanding during lesson presentation, ICT integration enhances in-depth analysis to be done and ICT makes teaching more interesting for the teachers and learners.

### **5.3 Discussion of the findings**

#### **5.3.1 Principal effective communication**

The study found out that administrators utilize suggestion boxes to gather input, notice boards to disseminate information, and open forums for dialogue with students. The survey also showed that administrators speak to the school during assemblies, outline educational objectives and goals during staff meetings and briefings, and lastly, some leaders communicate through memos. These findings support Brigman and Campbell's (2013) claim that administrators and deputy principals often reminded pupils of their duties during school assemblies. Students are made aware of the anticipated conduct while simultaneously being informed of the repercussions of transgression. Accordingly, Odebero et al., (2013) indicated that this kind of interaction at assemblies fosters positive attitudes toward instruction, learning, and the institution's overall structures and procedures for education.

These findings are also in line with a study by Muriithi (2013), whose findings showed that teachers in the Mukurweini District frequently used classroom meetings, school prefects, and communication during assemblies, guidance and counseling, rewards and incentives, holding open forums, and encouraging participants to share information among themselves as communication strategies. The majority of the instructors also said that they often posted warnings about student behavior on noticeboards.

Another research by Kindiki (2009) found that school administrators employed subpar channels of communication and did not see meetings as crucial channels of communication. However, this research discovered that principals explained educational policies/goals at assemblies and staff meetings/briefings, enhancing the connection and relationship between the administration and the students and teachers thus bringing about unity and harmony in the school.

### **5.3.2 Stakeholder involvement**

The study's results suggest that academic achievement is positively impacted by parental involvement in school decision-making. Therefore, it can be inferred that parental involvement plays a significant role in enhancing academic outcomes. Academic institutions that cultivate a collaborative ethos among stakeholders and offer avenues for all parties to engage in the establishment of educational objectives demonstrate superior academic performance.

Moreover, the presence of parents or guardians in classrooms for the purpose of monitoring their children's academic progress and providing academic support has been shown to have a positive impact on learners'

academic performance. The present findings are consistent with prior scholarly investigations that underscore the significance of parental engagement in scholastic success. According to the research conducted by Fan and Chen (2001), there exists a positive correlation between parental involvement and academic achievement. Similarly, Jeynes (2005) discovered that parental involvement significantly influences the academic success of children. Consequently, it is crucial for educational institutions to persist in promoting parental engagement and establishing avenues for all vested parties to engage in school governance with the aim of enhancing scholastic performance.

Gamoran et al. (2015) conducted a study to investigate the influence of parental involvement on the academic performance and self-efficacy of college students. The research revealed a positive correlation between parental engagement and elevated academic performance and self-efficacy. Furthermore, the impact of parental involvement was particularly significant for pupils hailing from disadvantaged socio-economic backgrounds.

### **5.3.3 Acquisition and maintenance of infrastructure**

The study's results suggest that the physical setting of a school, encompassing factors such as classroom quantity, learning resource accessibility, and the caliber of library and laboratory facilities, may exert a noteworthy influence on the academic achievement of students. As such, it can be inferred that the physical environment of a school plays a crucial role in shaping students' educational outcomes. The findings of this investigation are in alignment with prior scholarly inquiry, exemplified by the work of Barrett and Zhang (2020),

who demonstrated that the configuration of classroom spaces and the placement of seating can exert an influence on the level of student involvement and scholastic achievement. Kim et al. (2019) conducted a study which revealed that the presence and caliber of library resources have a favorable influence on the academic performance of students. Mora-Rivera et al. (2019) conducted a study which revealed that the availability of science laboratories and the caliber of laboratory equipment were positively correlated with enhanced academic performance of students in science disciplines. Previous research has indicated that various elements, including air quality, lighting, and noise levels, possess the potential to impact the academic performance of students (Daisey et al., 2018; Mahdavi et al., 2020). Hence, it is imperative for educational institutions to allocate resources toward establishing a favourable physical infrastructure that fosters the educational progress and scholarly accomplishments of students (Chepkonga 2015).

In a scholarly investigation conducted by Musyoka (2013), the impact of physical classroom infrastructure provision on the academic performance of students in K.C.S.E was explored in Mwingi Central, Kitui County. The study revealed that the inadequacy of school facilities has a detrimental effect on the academic performance of students. The findings presented herein bear resemblance to the outcomes of the aforementioned investigation.

#### **5.3.4 Integration of ICT Usage**

The study's results suggest that the incorporation of Information and Communication Technology (ICT) pedagogy can yield a noteworthy improvement in students' scholastic achievements. As such, it can be inferred

that ICT integration is a viable means of enhancing academic performance. The integration of Information and Communication Technology (ICT) in the realm of education not only enhances the delivery of instructional content but also expedites the coverage of curricular material, thereby enabling educators to adhere to prescribed timelines and deadlines. Moreover, the research revealed that the integration of Information and Communication Technology (ICT) in the realm of education facilitates expeditious and effortless preparation of lessons, thereby augmenting the efficacy and productivity of educators. Furthermore, the research posits that the incorporation of Information and Communication Technology (ICT) within the educational sphere has the potential to enhance the appeal of pedagogy for educators and pupils alike, thereby fostering heightened levels of motivation and engagement. The present findings are in line with prior scholarly investigations, exemplified by the work of Hossain and Ahmed (2021), which demonstrated that the incorporation of information and communication technology (ICT) in the educational setting has a favorable effect on academic performance. Khan et al. (2020) conducted a study which revealed that the integration of Information and Communication Technology (ICT) in the educational setting can enhance the caliber of pedagogy and scholarship, ultimately resulting in superior academic achievements among students.

Al-Abdulkarim and Al-Bazi (2020) conducted a study which revealed that the use of ICT can effectively promote active learning and augment the development of critical thinking abilities in students. Additional research has demonstrated that the integration of Information and Communication Technology (ICT) within educational settings can result in enhanced

instructional efficacy and heightened levels of student involvement (Albirini,2020; Parchoma and Broumley, 2021). Hence, it is imperative for educators

to persist in their exploration and implementation of Information and Communication Technology (ICT) in pedagogy to augment students' scholastic accomplishment and involvement.

#### **5.4 Conclusion of the study**

The study concluded that the principals hold open forums for discussion with students, the principals use suggestion box to collect information and that principals use notice boards to pass information. Additionally, the study concluded that the principals address the school during assemblies; principals clarify education policies/goals during staff meeting/briefs and finally some principals use memos to pass information.

The study concluded that schools provide parents with opportunities to actively participate in school decision-making that improves academic achievement. The study also concluded that schools have a culture of shared responsibility among stakeholders to improve academic achievement, school culture is characterized by mutual support from the stakeholders' to improve academic achievement and that schools provide all stakeholders with opportunities to actively participate in developing goals that improve academic achievement. Further, the findings of the study concluded that parents/guardians pay class visits to check on the academic progress of learners and parents/guardians assist learners with school work where possible. Finally, the study also came to a conclusion that schools provide learners with



opportunities to actively participate in school decision-making that improves academic achievement.

From the findings of the study, the number of classrooms in relation to number of students affects students' academic performance. The study also concluded that the space and furniture for the students in the library affects students' academic performance, the availability of relevant learning materials for students affects students' academic performance and that the number of students' desks, teacher's chairs and tables in the room affects students' academic performance. Moreover, the study concluded that the school library affects students' academic performance and physical classroom environment affects students' academic performance. Further, the study revealed that the school science laboratory affects the student academic performance.

The study concluded that ICT integration enhances faster syllabus coverage there by better performance. The findings of the study also concluded that

ICT makes preparation of lessons to be easy and faster, ICT improves the presentation of material in lessons and ICT integration saves time making it possible to meet deadlines. Additionally, the study findings concluded that the ICT enhance understanding during lesson presentation, ICT integration enhance in-depth analysis to be done and ICT make teaching more interesting for the teachers and learners.

### **5.5 Recommendations of the study**

The study recommends that principals partake in in-service courses to enhance their communication proficiency. This study aims to investigate effective communication strategies that can be adopted in various school situations to

enhance management practices, ultimately resulting in improved academic performance in the Kenya Certificate of Secondary Education.

The research suggests that educational institutions ought to proactively engage parents in decision-making procedures concerning academic accomplishments and foster a communal sense of accountability among all invested parties to enhance academic efficacy. The proposal advocates for the provision of inclusive opportunities for all stakeholders to engage in the development of objectives that promote academic excellence.

Additionally, it recommends that parents or guardians be encouraged to attend classroom sessions to monitor the academic advancement of their wards and provide academic support. Finally, the research indicates that educational institutions ought to furnish students with occasions to actively engage in school governance procedures that pertain to scholastic accomplishment. The implementation of these recommendations has the potential to enhance academic achievement and promote a collaborative environment among stakeholders, thereby improving the overall school culture.

It is recommended that educational institutions allocate resources towards the development of information and communication technology (ICT) infrastructure, as well as provide comprehensive training to educators on the integration of ICT into their pedagogical practices. This measure is expected to facilitate the coverage of syllabus content and ultimately enhance academic performance. It is recommended that educators are incentivized to incorporate information and communication technology (ICT) resources into their pedagogical practices to facilitate streamlined lesson planning, enhance

instructional delivery, optimize time management, and fulfill instructional obligations.

The integration of Information and Communication Technology (ICT) tools in pedagogy has the potential to augment comprehension during instructional delivery, facilitate comprehensive examination, and foster a more captivating and stimulating learning environment for educators and students alike.

Finally, the report suggests that the TSC craft regulations to provide principals and educators with the tools they need to effectively use ICT in the classroom. Access to computers and other electronic devices, as well as instruction on how to use these tools into lessons, might fall under this category. They might lobby for TSC numbers to be issued only to instructors who have completed mandatory ICT training at their respective institutions.

#### **5.6 Recommendations for further research**

Since this was limited to Nyando Sub County, the study recommends that the same study should be done to cover all the counties in Kenya. Similarly, the study has only focused on public secondary schools, similar study is recommended in private secondary schools.

This study has focused on only four aspects of the management practices by principals. The study recommends a focus on other management practices such as financial management, human resource management and leadership styles.

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**APPENDICES**

**APPENDIX I: LETTER OF INTRODUCTION**

**University of  
Nairobi, P.O. BOX 30197  
-00100,  
Nairobi.**

The

Principal/BOM Dea

r Sir/Madam

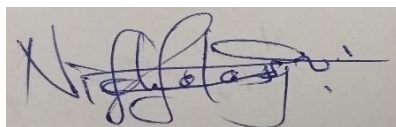
**RE: PARTICIPATION IN RESEARCH**

I am a Masters' Student at the University of Nairobi undertaking a research titled: **“Influence of Principals' Management Practices on Students' Academic Performance in Public Secondary Schools in Nyando Sub-County, Kenya.** I seek your permission to conduct a research in your institution. The information provided by the respondents will be used only for this research and their identity will be treated with strict confidentiality.

Thank

you. Yours faithfully

ully



**Ochieng Osieko**

## APPENDIX II: QUESTIONNAIRES FOR PRINCIPALS

The questionnaire below will be used to collect data purely for academic purpose on influence of principal's management practices on academic performance in public secondary schools in Nyando sub-county, Kenya. Tick (✓) where appropriate.

### SECTION A: Demographic information

1. What is your age bracket in years?

- a) 25- 35 [ ]
- b) 36-45 [ ]
- c) 46-55 [ ]
- d) 56 and above [ ]

2. What is your professional qualification?

- a) Diploma in education [ ]
- b) Bachelors degree [ ]
- c) Master of education [ ]
- d) Any other (specify) \_\_\_\_\_

3. How long have you served?

- a) Less than 1 year [ ]
- b) 1-5 yrs [ ]
- c) 6-10 yrs [ ]
- d) 11-15 yrs [ ]
- e) Over 15 yrs [ ]

4. How many years have you been a teacher in your current school?

- a) Less than a year [ ]
- b) 1-3 yrs [ ]
- c) 4-6 yrs [ ]
- d) Above 6 yrs [ ]

**Section B: Principals' effective communication**

Indicate your rate of agreement with the following statements.

Key Use as scale of 1-5, where 1 is

not at all, 2=strongly disagree, 3=disagree 4=agree 5=strongly agree

	1	2	3	4	5
Principals' holds open forums for discussion with students					
Principals' Clarified education policies/goals during staff meeting/briefs					
Principals' Address school during assemblies					
Principals' Uses memos to pass information					
Principals' Uses notice board to pass information					
Principals' Uses suggestion box to collect information					

**Section C: Stakeholders involvement**

Indicate your rate of agreement with the following statements.

Key Use as scale of 1-5, where 1-

is not at all, 2=strongly disagree, 3=disagree 4=agree 5=strongly agree

	1	2	3	4	5
This school has a culture of shared responsibility among stakeholders to improve					

academic achievement.					
This school culture is characterized by mutual support from the stakeholders' to improve academic achievement					
This school provides all stakeholders with opportunities to actively participate in developing goals that improve academic achievement					
This school provides parents with opportunities to actively participate in school decision-making that improves academic achievement.					
This school provides learners with opportunities to actively participate in school decision-making that improves academic achievement.					
Parents/guardians assist learners with school work where possible.					
Parents/guardians pay class visits to check on the academic progress of learners.					

**Section D: Principals' Acquisition and Maintenance of Infrastructure**

Indicate your rate of agreement with the following statements.

Key Use as a scale of 1-5, where 1 is

not at all, 2=strongly disagree, 3=disagree, 4=agree, 5=strongly agree

	1	2	3	4	5
Physical classroom environment affects students' academic performance.					
Number of classrooms in relation to number of students affects students' academic performance					
The number of students' desks, teacher's chairs and tables in the room affects students' academic performance					
school library affects students' academic performance					
Availability of relevant learning materials for students affects students' academic performance					
Space and furniture for the students in the library affects students' academic performance					
school science laboratory affects the student academic performance					

**Section E: Principals' integration of ICT usage**

Indicate your rate of agreement with the following statements.

Key Use as scale of 1-5, where 1-

is not at all, 2—strongly disagree, 3=disagree 4=agree 5=strongly agree

	1	2	3	4	5
ICT integration enhances faster syllabus coverage thereby better performance					
ICT integrations save time making it possible to meet deadlines					

ICT integration enhances in-depth analysis to be done					
ICT enhance understanding during lesson presentation					
ICT make teaching more interesting for me and learners					
ICT makes preparation of lesson to be easy and faster					
ICT improve the presentation of material in my lessons					



### APPENDIX III: QUESTIONNAIRES FOR TEACHERS

The questionnaire below will be used to collect data purely for academic purpose on influence of principal's management practices on academic performance in public secondary schools in Nyando sub-county, Kenya. Tick (✓) where appropriate.

#### SECTION A: Demographic information

1. What is your age bracket in years?

- a) 25-35 [ ]
- b) 36-45 [ ]
- c) 46-55 [ ]
- d) 56 and above [ ]

2. What is your professional qualification?

- a) Diploma in education [ ]
- b) Bachelor's degree [ ]
- c) Master of education [ ]
- d) Any other (specify) \_\_\_\_\_

3. How long have you served?

- a) Less than 1 year [ ]
- b) 1-5 yrs [ ]
- c) 6-10 yrs [ ]
- d) 11-15 yrs [ ]
- e) Over 15 yrs [ ]

4. How many years have you been a teacher in your current school?

- a) Less than a year [ ]
- b) 1-3 yrs [ ]
- c) 4-6 yrs [ ]
- d) Above 6 yrs [ ]

**Section B: Principals' effective communication**

Indicate your rate of agreement with the following statements.

Key Use as scale of 1-5, where 1 is

not at all, 2=strongly disagree, 3=disagree 4=agree 5=strongly agree

	1	2	3	4	5
Principals' holds open forums for discussion with students					
Principals' Clarified education policies/goals during staff meeting/briefs					
Principals' Address school during assemblies					
Principals' Uses memos to pass information					
Principals' Uses notice board to pass information					
Principals' Uses suggestion box to collect information					

**Section C: Stakeholders involvement**

Indicate your rate of agreement with the following statements.

Key Use as scale of 1-5, where 1-

is not at all, 2=strongly disagree, 3=disagree 4=agree 5=strongly agree

	1	2	3	4	5
This school has a culture of shared responsibility among stakeholders to improve					

academic achievement.					
This school culture is characterized by mutual support from the stakeholders' to improve academic achievement					
This school provides all stakeholders with opportunities to actively participate in developing goals that improve academic achievement					
This school provides parents with opportunities to actively participate in school decision-making that improves academic achievement.					
This school provides learners with opportunities to actively participate in school decision-making that improves academic achievement.					
Parents/guardians assist learners with school work where possible.					
Parents/guardians pay class visits to check on the academic progress of learners.					

**Section D: Principals' Acquisition and Maintenance of Infrastructure**

Indicate your rate of agreement with the following statements.

Key Use as scale of 1-5, where 1 is

not at all, 2=strongly disagree, 3=disagree 4=agree 5=strongly agree

	1	2	3	4	5
Physical classroom environment affects students' academic performance.					
Number of classrooms in relation to number of students affects students' academic performance					
The number of students' desks, teacher's chairs and tables in the room affects students' academic performance					
school library affects students' academic performance					
Availability of relevant learning materials for students affects students' academic performance					
Space and furniture for the students in the library affects students' academic performance					
school science laboratory affects the student academic performance					

### Section E: Principals' integration of ICT usage

Indicate your rate of agreement with the following statements.

Key Use as scale of 1-5, where 1 is

not at all, 2 – strongly disagree, 3 = disagree 4 = agree 5 = strongly agree

	1	2	3	4	5
ICT integration enhances faster syllabus coverage thereby better performance					

ICT integrations save time making it possible to meet deadlines					
ICT integration enhances in-depth analysis to be done					
ICT enhance understanding during lesson presentation					
ICT make teaching more interesting for me and learners					
ICT makes preparation of lessons to be easy and faster					
ICT improve the presentation of material in my lessons					

#### **APPENDIX IV: INTERVIEW SCHEDULE FOR SCDE**

1.

In your opinion, how does principal effective communication influence academic performance?

2.

Which strategies does the principal use for effective communication and how does it influence performance?

3.

Do you think the principal's involvement of stakeholders in planning influences student academic performance?

4.

In your opinion, does stakeholder involvement in budgeting for school learning resource influence student academic performance?

5.

How does acquisition of new classrooms and libraries influence how learners perform in their academics in your school?

6.

Does the principal acquisition and maintenance of school library environment help improve the learning culture in schools?

7.

How do you think the integration of internet in the school learning system has improved the student academic performance?

8.

In your opinion, does the principal integration of national education management information help enhance learner's academic performance?

APPENDIXVII:RESEARCHCLEARANCEPERMIT

  
**REPUBLIC OF KENYA**

  
**NATIONAL COMMISSION FOR  
 SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **794073** Date of Issue: **21/February/2023**

**RESEARCH LICENSE**



**This is to Certify that Mr. Nicholas Ochieng Osieko of University of Nairobi, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kisumu on the topic: INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON STUDENTS' K.C.S.E ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN NYANDU SUB-COUNTY, KENYA for the period ending : 21/February/2024.**

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