INFLUENCE OF PRINCIPALS' ADMINISTRATIVE PRACTICES ON STUDENTS' PERFORMANCE AT KENYA CERTIFICATE OF SECONDARY EDUCATION IN BUTERE SUB-COUNTY, KENYA

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DECLARATION

This research project is my original work and has not been presented for an award of degree in any university.

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DEDICATION

I dedicate this work to the Almighty Father who has seen me through. I also dedicate it to my loving husband Solomon Machinda and our dear children Sheila, Sylvia, Collins, Frank and Sammy.

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LIST OF ABBREVIATIONS AND ACRONYMS

APEC - Asia – Pacific Economic Cooperation

DFID - Department for International Development

KCSE - Kenya Certificate of Secondary Education

KICD - Kenya Institute of Curriculum Development

KIE - Kenya Institute of Education

OECD - Organization for Economic Cooperation and

Development

PD - Professional Development

PISA - Programme for International Student Assessment

TLM - Teaching and Learning Materials

UNDP - United Nations Development Programme

UNESCO - United Nations Educational Scientific and Cultural

Organization

ABSTRACT

In Kenya, the education system has been hit by students' poor academic performance every year the results are announced. Some schools have maintained good academic performance while others have always lagged behind. These differences are brought about by many factors and one major factor is the principals' administrative practices. The purpose of this study was to determine the influence of the principals' administrative practices on students' academic performance at KCSE in Butere Sub- County. The objectives were to determine how principals' provision of instructional materials, routinely class visitation, facilitation of teacher development and provision of enabling working environment influence students' performance at KCSE. The study employed descriptive survey design. The sample comprised of 9 principals, 105 teachers and 360 students. This study used questionnaires to collect data from respondents. Data were analysed by use of qualitative and quantitative techniques. The key findings were that principals' provision of teaching learning resources influenced students' performance in KCSE. Principals indicated that the classrooms were not adequate, schools did not have adequate text books, schools did not have adequate playground, and schools did not have adequate laboratories and libraries. Principals indicated that textbooks and playground in their schools were not adequate. It was also revealed that principals' strategy on facilitation of teachers' development influenced students' performance in KCSE. Findings also revealed that principals' strategy on creation of enabling environment influenced students' performance in KCSE. This was revealed by the principals who indicated that they enabled a conducive environment for students very often. Based on the findings, the researcher concluded that principals' strategy on routinely classroom visitation affected students' performance in KCSE. The researcher also concluded that strategy on provision of teaching learning resources influenced students' performance in KCSE. The study concluded that schools did not have adequate resources which affected performance in the schools. The conclusions were that principals' strategy on facilitation of teachers' development influenced students' performance in KCSE. The study also concluded that principals' strategy on creation of enabling environment influenced students' performance in KCSE. The study recommended that principals should ensure there are adequate staffing levels so that teaching and learning can be effective and hence improved academic performance. Secondary school principal should ensure that there is adequate provision of teaching learning resources to enhance students' academic performance. Principals should seek ways of facilitating teachers' development which will equip them with skills that will enhance students' academic performance and lastly principals should ensure that they create enabling environment to facilitate teaching and learning which will eventually lead to improved academic performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

A principal in a school plays the role of an administrative and professional leader making he/she directly responsible to the controller for successful operation. The administrative concerns of the principal of secondary school are to direct the activities of teachers, students and other staff in the school towards the school objectives. The roles to be performed by the school principal can be categorized into two roles which include; supervision of school programmes: curricula and extra curricula activities (allocation of schedule of duty or subjects, school time table, school organization, interpersonal relation which involves school discipline, evaluation of teachers' performance, community support and involvement, helping in solving staff and student personal problems (Olembo 1992).

Therefore, in a school the principal is the controller, planner, coordinator, director, organizer, adviser and a problem-solver. The primary concern was to identify and set goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and share responsibilities to the staff according to specialization and expertise (Ugochi, 2007). A good principal should champion the course of quality assurance in his or her school to ensure a better school administration.

School headship is a well-established position that provides instructional leadership by coordinating curricula, co-curricular programmes and is responsible for the general administration of the school. The principals being

instructional leaders are at the vantage positions to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them for scholarship and best practices in curriculum delivery (Blasé & Blasé, 2004).

Effective school principals establish clearly defined goals for academic achievement. They concentrate their available resources and operations on attaining the goals; provide timetable for teaching, routine check of lesson plans and observation of classroom instruction. They continuously monitor students' progress to determine whether their instructional goals are being met. In addition, they provide feed-back on student performance, motivation of teachers for improved performance, reinforcement of students for excellent performance, maintenance and appropriate usage of physical facilities, enforcement of discipline to ensure peaceful atmosphere, capacity building of teachers for hence quality teaching-learning processes (Anderson & Nichols effective service delivery and provision of instructional facilities and materials, 2007).

A study by Mathew (2011) in California, Berkley, indicates that principals are expected to be instructional leaders. The research indicates that when principals visit classrooms, they can positively impact on students' achievement, teacher practice, and teacher attitudes. It also indicates that principals spend little time on this instructional leadership activity. To address this issue, the superintendent of Skyline Unified School District (SUSD) mandated that all principals spend at least five hours a week visiting classrooms. Research on instructional leadership suggests that classroom visits

can be an important leadership activity that positively impacts on student achievement (Andrews, Soder & Jacoby, 1986; Heck, 1992).

Another administrative practices that may affect performance is clinical supervision, the focus is on the teachers' development rather than evaluation. In this model, classroom observations are meant to serve as the focal point of principal and teacher interactions, which are collaborative, collegial and focused on the complex task of educating students to a high level (Glickman et al., 2004; Halliday & Murphy, 1985). Several studies have shown that visiting classrooms is positively associated with improved students' achievement (Adrews et al, Marzano, 2005). Teachers Service Commission (TSC), in its development of management tool to assess effectiveness of instructional teaching and learning has generated a lesson observation tool (TSCTPAD/PS/LOF/01) in which the appraiser, in this case the school manager or his/her appointee applies in assessing the effectiveness of the teacher in knowledge and skills delivery.

The school manager is also responsible for the provision of physical facility, a component that influences learner's performance. Physical facility in school includes classrooms, school library, science laboratory, toilets playground and dormitory. In the world, conference on education for all (EFA) held in Jomlain in 1990, the participant identified a number of components important for quality education among them adequate facilities and materials (UNESCO 2000). Brennan and et al (1980) opines that physical infrastructure plays a crucial role in enhancing safe and clean environment, which is conducive for academic achievements of a learner. They argue that developing countries low

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level of learning among learners is partly because of poor and inadequate physical infrastructure in learning institutions.

Ayoo (2002) identifies the components under school infrastructure as science laboratory, library, classroom toilets and playground and dormitory. Science laboratory enable sound science teaching process. The library, which is the nerve centre of any learning institution, stocks variety of books and visual educational resources. Cash (1993) conducted a research in Virginia on the impact of various factors of building condition and student's achievements. She found that the condition of the facilities had a significant correlation with student's achievements.

Instructional teaching resources have an impact on learner's performance. Olembo, Wanga and Karangu (1992) argue that schools that perform poorly spend limited resources on the purchase of teaching and learning resources. UNESCO (2000) annual report posits that excellency in academic pursuit is synonymous with mobilization of resources by school managers. A study by Ayot (2002) in Maseno division showed that inadequate availability of textbooks in learning institutions resulted in poor performance.

Another important component for good academic performance is the facilitation of teacher's professional development by a school manager. This component has been taken care by the Teachers Service Commission, which has incorporated it as one of its tools in the appraisal of school teachers. The new TSC teacher performance appraisal and development tools (TPAD/01) provides for professional development in its sixth performance competency

areas, a teacher is required to identify individual performance gap, detect training needs and seek solutions through professional development courses and acquire certificates for the courses attended. In addition, the teacher is required to engage in peer learning, participate in subject panel. The facilitation of this development by the principal is critical in the improvement of performance.

A key role of the headteacher is to ensure that each of the elements that contribute to improved student learning outcomes is present, working effectively and in alignment with all other elements (Hill, 2006). This means that the headteacher is thus, as it were, the chief architect of the school, the one who has the overview of systems, processes and resources and how they combine to produce intended student learning outcomes. The problem of poor performance in examinations is costly for any country since education is a major contributor to economic growth (Atkinson, 2007). Peter (2011) stresses the need for school managers to identify training needs for their teachers. Nannyonjo (2007) argue that through teacher professional development, student's performance is improved. It is in light of the foregoing that the study seeks to research on influence of principal's administrative practices on students' performance at Kenya Certificate of Secondary Education examination in public secondary schools in Butere Sub-county, Kenya.

Butere Sub-county has 30 public secondary schools, which include two Boys' schools. There are seven boarding schools, two for boys and five for girls. At KCSE examinations, the Sub-county has been performing relatively poor for the last five years. Despite government measures of providing schools with

tuition funds to aid in school levies payments, increased ratio of teacher/pupil and conducting of in-service workshops such as National Education Services (NES) for language teachers and SMASE for science teachers, the performance is still below average according to Table 1.1.

Table 1.1: KCSE analysis for Kakamega County between 2012 – 2016

Year	2012	2013	2014	2015	2016
Butere	5.678	5.468	5.778	4.627	4.095
Mumias	5.817	5.921	6.001	5.754	5.691
Kihwisero	5.821	5.818	5.964	5.185	5.121

Source: DEOs office, Butere Sub-County 2016

As contained in Table 1.1 Butere Sub-County has been performing poorer than the neighboring Mumias and Kihwisero sub-counties over the last five years. Therefore, this study sought to establish the influence of administrative practices on students' performance in KCSE in Butere Sub-county, Kenya.

1.2 Statement of the problem

The Kenyan government has made tremendous efforts to ensure universal children's access to free and subsidized secondary education in public secondary schools. It has also ensured effective provision of instructional resources and teacher professionalism (Republic of Kenya 2000, MOEST 2003:5). However, the students 'performance at Kenya Certificate for Secondary Education (KCSE) examination have continued to register poor results in public secondary schools. Butere Sub-county has registered low mean grade at KCSE examination over the years. It is perceived that principals

play a significant role in the effective outcomes in their schools in the provision of instructional resources, instructional supervision, teacher professional motivation and provision of physical facilities. It was against this background the researcher sought to fill this knowledge gab by investigating on the influence of administrative practices on students' performance at Kenya Certificate of Secondary, in Butere sub-county, Kenya.

1.3 Purpose of the study

The purpose of the study was to investigate influence of administrative practices on students' performance in KCSE in Butere Sub-county, Kenya.

1.4 Objectives of the study

The objectives of this research were to:

(i)   To determine the influence of principals' provision of instructional materials on students' performance at KCSE in Butere sub-county

(ii) To examine the influence of principals' routinely classroom visits during lesson presentation on students' performance at KCSE.

(iii) To establish the influence of principals' facilitation of teacher professional development on students' performance at KCSE

(iv) To examine the influence of principals' provision of enabling learning environment on students' performance at KCSE

1.5 Research questions

(i) To what extent does the principals' provision of instructional materials influence students' performance in KCSE in Butere Sub-county?

(ii) How does principals' routinely classroom visit during lessons presentation influence students' performance in KCSE?

(iii) To what extent does principals' facilitation of teacher professional development influence the students' performance in KCSE?

(iv) How does principals' provision of enabling learning environment influence the students' performance in KCSE?

1.6 Significance of the study

The study may establish the different ways that can be deployed by school principals in administrative tasks to improve academic performance of students. Education stakeholders such as the Ministry of Education (MOE), Sub-County Directors, among others may also apply the study to improve supervision of education in learning institutions. The study may also serve as a reference material for other scholars while the recommendations may stimulate further research in the area of administration.

1.7 Limitations of the study

Mugenda and Mugenda (2003) define limitations as the aspects of the study the researcher may not have control over and may affect the validity of the research. The study experienced the following limitations; the informants, especially the teachers and students opted to share information in the process of filling the questionnaires hence affecting the objectivity of the findings. The

principals gave information about themselves might have affected their objectivity. Some principal had tight schedule and might not had time to fill the questionnaire. The limitation was minimized by making prior appointment to the school. The researcher requested the respondents to fill in the questionnaires independently.

1.8 Delimitations of the study

Delimitations are boundaries of the study (Mugenda and Mugenda, 2003). The study focused on secondary schools in Butere Sub-county. The respondents included principals, teachers and students only. Students' performance might have been influenced by variables both in school and out of school but the study however concerned with variables affecting administrative practices only.

1.9 Basic assumptions of the study

The study was based on the assumptions that:-

i. All the principals have knowledge on the administrative practices

ii. Information collected from the respondents will be true and accurate.

iii. All the schools, that were sampled had a clear record of available instructional teaching/learning materials.

1.10 Definition of significant terms

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

Administrative practices refer to activities carried out by the administrator in day-to-day basis to modify and bring about change in variables within the school environment.

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.

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.

A seminar refers to organized in-service course for teachers' career development.

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

1.11 Organization of the study

The study was organized in five chapters. Chapter one consisted 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 dealt with literature review, which examines the objectives, and the summary of literature review, theoretical framework and conceptual framework. Chapter three focused 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 four entailed the data analysis, presentations and interpretation. Chapter five presented the summary, conclusion, recommendations and suggestions for further research.

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' administrative practices on students' performance at Kenya Certificate of Secondary Education examination (KCSE). The review was organized under the following subheadings: concept of administrative practices, provision of instructional materials, principals' classroom visitation, principals' facilitation of teacher professional development and principals' provision of physical facilities and student performance. It also presented the summary of literature review, theoretical framework and conceptual framework.

2.2 Concept of administrative practices

According to Igwe (2001), administrative practices mean the roles played by school principals to direct, oversee, guide or to make sure that expected standards are met. Olembo (1992) as cited by Muriithi (2012) views administrative practices as an intervention by a second party aimed at improving the standard of work done. Thus, administrative practices in a school implies all the processes as played by head teachers on ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out. It therefore involves the use of expert knowledge and experiences to oversee and coordinate the process of improving teaching and learning activities in schools. Administrative practices could also be seen as an

interaction involving established relationship between and among people, which are influenced by a predetermined programme of instruction.

2.3 Provision of instructional materials and students' academic performance

The use of instructional materials such as textbooks, charts, teachers professional work books, laboratory equipment and learning aids amongst others improves the quality of learning, makes the teachers work effectively, provides a conducive enriched classroom atmosphere and engages students in the learning process. This helps the learner to learn better and therefore performing well in academics (Ifeoma, 2013). According to Agosiobo (2007), instructional materials motivate the learners. It is difficult to achieve the objectives of an intended educational programme without the provision of adequate instructional materials (Miller and Seller, 2007).

According to Jekayinfa (2016), teachers can be frustrated by inadequate supply and access to the teaching and learning resources (instructional materials) to teach their subjects. Instructional materials should be available in the classroom or in the library at all times for teachers and students to make reference. This was confirmed in a study carried out by the United Nations Educational Scientific and Cultural Council (UNESCO, 2010) in Cameroon, Ghana, Tanzania, Kenya and Uganda; where it was found that the only teaching aids in classrooms were blackboard, chalk and duster. The teaching/learning aids such as maps, charts and specimen remained locked in the principals' offices, as the classrooms did not have security and this result to low academic achievements.

In the developing countries, education lacks even the basic inputs (Alubisia, 2005). Hallack (1990) highlighted teaching and learning instructional materials as major factor influencing achievement in the school system. Hallack emphasized on the availability of instructional resources contribute to students' performance in examination. Ahunaya and Ubabundu (2006) who emphasized that the provision of adequate instructional materials is important for effective teaching and learning to take place supported the study. Their study revealed that there is a correlation between instructional materials and school effectiveness.

2.4 Principals' routinely classroom visitation and students' academic performance

Lesson observation is an important aspect of instructional supervision. It provides an opportunity for the person-supervising (principal) to assess the instructional strategies of teachers and provide the necessary assistance, which can ultimately improve students' outcomes (Acheson & Gall, 1980; Blasé & Blasé, 2004; Glickman, 1990).

According to Kimeu (2010), the principal should visit the classroom frequently to encourage teachers and help them improve instruction. Fischer (2011) states that classroom visits may include walkthrough mechanism where a principal walks into a class and assess how instruction is going on. Gachoya (2008) observes that through classroom visits, the principal can have an insight into quality benchmarks and performance.

Afolabi and Loto (2008) observe that principals should have post conference session after lesion observation where he/she and the teacher hold discussion on the lesson and agree on way forward.

2.5 Principals' facilitation of teacher professional development and students' academic performance

Teachers play a key role in mediating and instilling knowledge to their students. According to Sushila (2004), the principal is the leader of the school, the pivot around which many aspects of the school revolve and the person in charge of every detail of the running of the school whether academic or administrative. Peter (2011) emphasized that the principal must be aware of the training needs for the teachers. As an instructional leader, the principal improves instructional programme in his/her school by ensuring that teachers have the required training (Manual of Heads of Secondary Schools in Kenya, 2010).

Nannyonjo (2007) in his study observed that students' academic performance could be influenced by the teachers' in-servicing, qualifications and experience. Through in-service courses, teachers' professional skills are enhanced leading to better service delivery. Fehrler, Michaelowa and Wechtler, (2007) observed that the students interest in learning is influenced by way they are taught. Okumbe (2001) observes that education principals should have definite programmes of training for the employees to enable them learn the required skills. Regardless of the teacher's previous training and experiences, they must be given further training to keep them abreast of the new skills. An affective principal will enhance teacher development by

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providing opportunity for their development. Effective teacher development has been acknowledged as an investment in human resource of an organization with both immediate and long-range benefits. According to Republic of Kenya (1988), principals in effective schools facilitate the teachers' opportunity for in-service training. To enhance a continuous improvement in academic performance, there requires a continuous development of the teachers' professional skills (Muraya, 2015). Due to various educational changes, the management requires definite plans of developing the teachers' professional skills.

2.6 Provision of enabling learning environment and students' academic performance

Effective headteacher requires a number of competencies. Leithwood et al. (2004) outline three sets of core leadership practices. The first is developing people and enabling teachers and other staff to do their jobs effectively, offering intellectual support and stimulation to improve the work, and providing models of practice and support. The second is setting directions for the organization developing shared goals, monitoring organizational performance and promoting effective communication. Lastly is redesigning the organization such as creating a productive school culture, modifying organizational structures that undermine the work, and building collaborative processes.

Brueckners and Burton (2005) highlighted the huge impact that enabling environment has on teacher morale and job satisfaction and thus their classroom performance. The key factors in the study were workload (number

of pupils and working hours), general classroom conditions, collegial and management support, location, living arrangements and distance to work. In countries such as Ghana, Sierra Leone and Zambia, it is noticeable that the large majority of teachers in rural areas indicate that working conditions are 'poor' and 'very poor'. While concerted efforts are being made to improve working conditions, the daily challenge for most teachers remains daunting (Brueckners & Burton, 2004).

Effective school leader ship is mainly related to the competency, commitment and performance of the head teacher. Performances are actions, products or processes that can be specified and assessed, and which rely on knowledge, abilities and skills for delivery and which have an appropriate weighting among the cognitive, psychomotor and affective domains for the purpose. It is the accomplishment of work assignments or responsibilities and contributions to the organizational goals, including behavior and professional demeanor (actions and manner of performance) as demonstrated by the employee's approach to completing work assignments.

Teachers' working conditions affect their ability to provide quality education. As mentioned above, the condition of infrastructure, availability of textbooks and learning materials and class sizes all influence the teacher's experience as an educator. Teachers' remuneration also matters. In many countries, teacher salaries have declined in recent years, and teachers are not always paid on time. Low and late remuneration may lead teachers to take on another job, which hurts student learning. Effective teachers are highly committed and care

about their students (Craig, Kraft, and Du Plessis, 1998); they need supportive working conditions to maintain these positive attitudes.

Another factor that influences teacher performance is teacher motivation. A highly motivated person puts in the maximum effort in his or her job. Several factors produce motivation and job satisfaction. Studies by Lockheed (1991) indicated that lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect the performance of students academically.

Good quality education requires not only a favourable enabling atmosphere but also a qualified and motivated teaching force (Masinjila, 1989). Low status and morale amongst teachers is a normal phenomenon in Kenya. This results in dissatisfaction and low morale amongst teachers leading to reduced productivity culminating in poor performance by students in national examinations. Teachers' attitudes towards their work and students, their classroom management, and their interaction with students have a great impact on the academic achievement and student retention in schools.

Teacher's efficient use of school time on other activities has a significant impact on student learning. Teachers' presence in the classroom represents the starting point. Many teachers face difficulties in life such as transportation and housing obstacles that hinder them from getting to school on time and staying until school hours are over. Many teachers are forced to do other jobs to get extra money, which may detract from the time and energy they expend in the classroom. A study in China, Guinea, India and Mexico found that nearly half

the teachers interviewed reported being absent at some point during the previous month (Carron and Chau, 1996), requiring other teachers to compensate for them or leaving students without instruction for the day. Next, when teachers are present, learning occurs when teachers engage students in instructional activities, rather than attending to administrative or other non-instructional processes (Fuller, 1999).

2.7 Summary of literature review

Literature reviewed in this section has shown that there are many factors that affect academic achievement of students. Among them are the principals' provision of instructional materials, principals' classroom visitation, principals' facilitation of teacher professional development through in-service and workshops, and principals' provision of physical resources. This literature has established that the principal as the school administrator needs to have strategies to ensure that students perform well academically. Studies have been done such as Ngure (2009) in Mathioya Sub-county and Mbugua (2012) in Kenya who observed that teaching and learning resources have a significant effect on academic performance. Alimi and Akinfolarin (2012) agree that checking of students' classwork and classroom visiting during lesson presentation has an impact on academic performance.

Quickman and Goedon (1990), Blasé & Blasé (2000) concur by saying that it is the responsibility of the school principal to provide instructional guidance to improve the students' academic performance. Kamindo (1998) noted that the extent to which principals perform administrative practices determines academic performance and recommends further research on the same. None of

the studies was specific to Butere Sub-county yet some of those administrative practices may be responsible for the poor performance in Butere Sub-county. It was against this background that this study sought to investigate the influence of principals' administrative practice on students' performance at KCSE in Butere Sub-county.

2.8 Theoretical framework

The study was based on the systems theory whose proponent is Biologist Ludwig Von Bertanlanffy (1972). The theory postulates that a school as a system is composed of various parts, which work together for accomplishment of stated goals. A school exists in a form of an open system as it receives its inputs from the society and empties its outputs back to the society.

According to the system theory, education has various parts which must work together to achieve academic performance. These include principal, teachers, and students, parents, teaching and learning materials both physical and instructional. If one fails in its roles, then the whole system fails. The school receives students, parents and teachers from the society as inputs. The principal coordinates the activities in the school system as he/she performs administrative practices such as provision of instructional materials, classroom visitation, facilitation of teacher professional development and provision of physical resources.

The principal, students, teachers and teaching/learning materials as representatives of environment influence the function of the school as a system. Effective principal administrative practices play a major role in the success of students, teachers, the school and the community as a whole.

2.9 Conceptual framework

Mugenda and Mugenda (2003) 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.
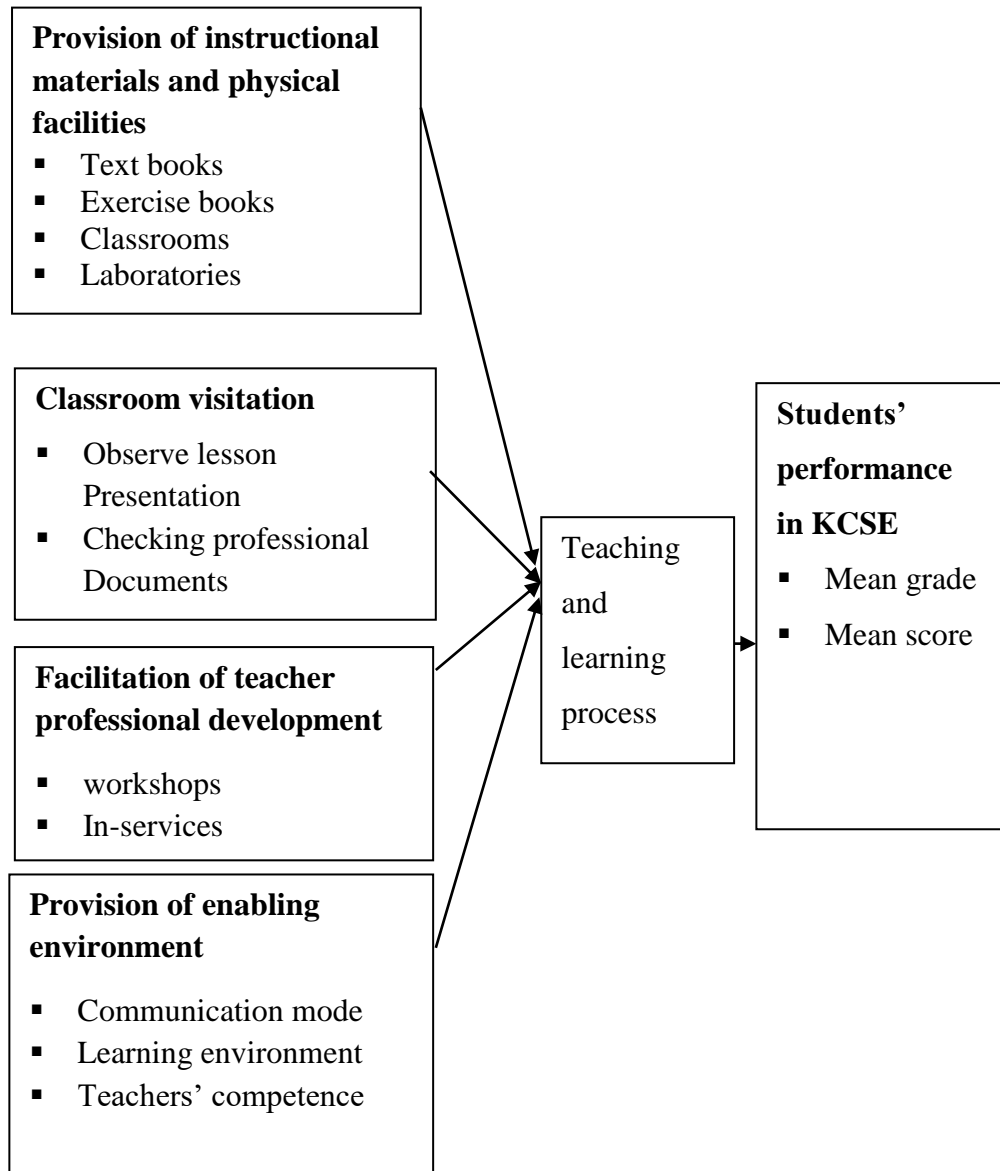
Figure 2.1: Principals' administrative practices and their influence on students' performance at KCSE

Figure 2.1 shows relationships between variables on the influence of principals' administrative practices on students' performance in Kenya Certificate of Secondary Education. Provision of instructional materials influence teachers' commitments in teaching, improves teaching learning techniques and therefore improvement on students' performance in KCSE.

Classroom visitation 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. Teacher professional development 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. Availability of physical facilities creates a conducive atmosphere in teaching and learning. This motivates the teachers and students' hence influence in students' performance in their KCSE.

CHAPTER THREE

RESEARCH METHODOLOGY

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 design

The study adopted descriptive survey design method. According to Orodho (2003), 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 design determines the relationship between the independent and dependent variables in a population. They answer questions of what, how and why a certain thing happened (Hopkins, 2008). This design describes the statistical association between two or more variables without manipulating them.

The method is considered most appropriate for the study wishes to establish the relationship between principals' administrative practices (independent variables) and students' performance (dependent variable) in Kenya Certificate of Secondary School Education in Butere Sub-county without any attempt of manipulating them.

3.3 Target population

According to Mugenda and Mugenda (2003), the target population is the total population the researcher wants to generalize the results. Best and Kahn (2004) also defines target population as a group of individuals with one or more characteristics of interest to a research. According to Borg and Gall (2007) target population is the members of a real or hypothetical set of people, objects or events to which the research wishes to generalize the results of the research. The study was carried out in Butere Sub-county, Kenya. There are thirty secondary schools in the sub-county. The study therefore targeted 30 secondary schools 30 principals, 7000 students and 350 teachers in Butere Sub-county, Kenya (DEOs Office, 2016).

3.4 Sample size and sampling technique

A sample size is a small portion of a target population, which will be used in the study represent the total population. Mugenda and Mugenda (2003) 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 (2003), a sample size of between 10 and 30 percent is a good representation of the target population and hence 30 percent is adequate for analysis. For principals and teachers, 30 percent of the total population is adequate for analysis. Thus, the sample frame of the principals and teachers in this study includes 9 principals and 105 teachers, using simple random sampling. For students however, purposive sampling technique was applied (Best and Kahn, 2006) to select 40 students from each sampled school hence

360 students took part. The total sample size was 474 respondents as shown in table 3.1.

Table 3.1: Sample size

Respondents	Target	Sample	Percentage
Principals	30	9	30%
Teachers	350	105	30%
Students	7000	360	-
Total	**7380**	**474**	

3.5 Research instruments

This study used questionnaires 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 (2003) 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.

Three different structured and open-ended questionnaires were developed for the principals, teachers and students. The open-ended questions allowed respondents to give their own views while the closed questions gave alternatives to choose from. This method had an anonymity, which helped the researcher to collect more accurate and uniform answers, which allowed comparison. The questionnaires had two sections; A and B. Section A consisted of questions aimed at getting general information about the

respondents while section B consisted of specific questions related to the objectives of the study in the principals' administrative practices.

3.5.1 Validity of research instruments

According to Mugenda and Mugenda (2012), validity is the degree to which a test measures what it's 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 sought advice from the supervisors in the evaluation of the instrument. The feedback from the experts assisted in the development of a valid research instrument through expert judgment.

3.5.2 Reliability of the instrument

Reliability is the extent to which the instrument yields the same consistent result on repeated trials (Mugenda & Mugenda, 2003). 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 interview to test the reliability. If the results of the two tests were highly inconsistent then the reliability was low. The scores of the two tests were correlated. Reliability co-efficient was computed by use of Pearson Correlation Coefficient (r).

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

If the value of r was equal to +1.00, the two sets were in perfect agreement and thus high degree of reliability of the data and suitability of the research instruments.

3.6 Data collection procedures

The authority to conduct the study was obtained from the National Commission for Science Technology and Innovation (NACOSTI). Clearance letter of Introduction to Schools was sought from the County Education Office of the District Education Officer (DEO), Butere Sub-county. 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.

3.7 Data analysis technique

Data analysis 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 applied for close ended questions that provide the respondents with alternative responses from which to choose. Qualitative analysis was used on open ended questions that required the respondents to give their own opinions. The data was analyzed by descriptive analysis. This was done using Computer Software Statistical Package for Social Sciences (SPSS) version 22. Tables and charts were used to present responses and facilitate comparison. The results were discussed; conclusion and recommendations made based on the study findings.

3.8 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 researcher sought consent of the principal and other respondents before administering the questionnaires.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

Presented in this chapter are the data analysis, presentation and interpretation of finding. This study sought to establish the influence of principals' administrative practices on students' academic performance in public secondary schools Butere Sub-County, Kakamega County, Kenya. The analysis of data was presented in both narrative and tabular forms.

4.2 Response rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. In this study, 8 questionnaires were gotten from the principals (88.9%) while, 80 teachers (76.2%) returned the questionnaires. From the students 297 questionnaires were returned (82.5%). The total response return rate was 81.2 percent and hence it was deemed adequate for data analysis.

4.3 Demographic information of the respondents

This shows the number and characteristics of respondents used in data collection; that is the principals, the teachers and the students. The researcher classified the respondents' characteristics which included; gender, education level and age bracket. The results of each characteristic were analyzed and discussed separately.

4.3.1 Gender characteristics of respondents

The gender characteristics of principals, teachers and students were analyzed and categorized as in table 3.

Table 4.1: Gender characteristics of respondents

Respondents	Gender	Frequency	Percent
Principals	Male	5	62.5
	Female	3	37.5
	Total	**8**	**100.0**
Teachers	Male	52	65.0
	Female	28	35.0
	Total	**80**	**100.0**
Students	Male	144	48.5
	Female	153	51.5
	Total	**297**	**100.0**

Results in Table 4.1 shows that the principals' gender distribution showed unequal representation, because 5 out of 8 of the principals were male that is 62.5 percent representation while the female principals were 3 out of 8 which constituted 37.5 percent of the female representation in the study. Thus, there was fairness in the selection of principals' respondents. From the teachers' data, results show that majority of the teachers that is 52 out of 80 were male respondents, which translated to 65 percent while the female teachers were 28 out of 80 which was a percentage representation of 35 percent. This showed

that there were more males than females in the teaching fraternity in public secondary schools in Butere Sub-County.

From the gender characteristics of students 144 out of 297 of the respondents were of the male gender with a percentage representation of 48.5 percent while in terms of female respondents they consisted 153 (51.5%) female students. This indicates fairness in gender representation of the students who participated in the study. Therefore, the respondents were both male and female in the three categories. This implies that there was fairness in gender representation in the study.

4.3.2 Age Bracket of the respondents

The age brackets of principals, teachers and students were analyzed and categorized as shown in Table 4.2.

Table 4.2: Age bracket of respondents

Respondents	Age bracket	Frequency	Percent
Principals	30 – 40	1	12.5
	41 – 50	5	62.5
	51 – 60	2	25.0
	Totals	**8**	**100.0**
Teachers	25 – 30	4	5.0
	31 – 40	12	15.0
	41 – 50	48	60.0
	Above 50 yrs	16	20.0
	Totals	**80**	**100.0**
Students	14 – 17	204	68.7
	18 – 20	93	31.3
	Total	**297**	**100.0**

Results in Table 4.2 shows that majority of the principals who participated in the study that is, 5 out of 10 were within the age range of 41 – 50 years. This constituted 62.5 percent representation. Principals who were above 50 years were 25 percent. This implies that all the principals who took part in the study had enough experience and were mature enough as indicated by their age

bracket. From the results, majority of the teachers that is, 48 out of 80 were aged between 41 – 50 years thus a percentage representation of 60 percent. There were 16 (20%) teachers aged more than 50 years old. This indicates that in terms of teachers' representation the study engaged teachers of different ages to ensure equitable representation.

Table 4.3 Distribution of the principals by professional qualifications

Professional qualification	F	Percent
B.Ed	6	75.0
B.A/s Sc.	1	12.5
M.Ed	1	12.5
Total	**8**	**100.0**

Table 4.3 shows that 75.0 percent of principals had Bachelors in education. The data implies that majority of the principals had the minimum professional qualifications and hence are able to provide information on the influence of principals' administrative strategies on students' academic performance in KCSE.

The principals were further asked to indicate the duration they had been principals. Figure 4.1 shows the duration that the principals had worked as principals.

Figure 4.1: Duration of principals had worked as principals
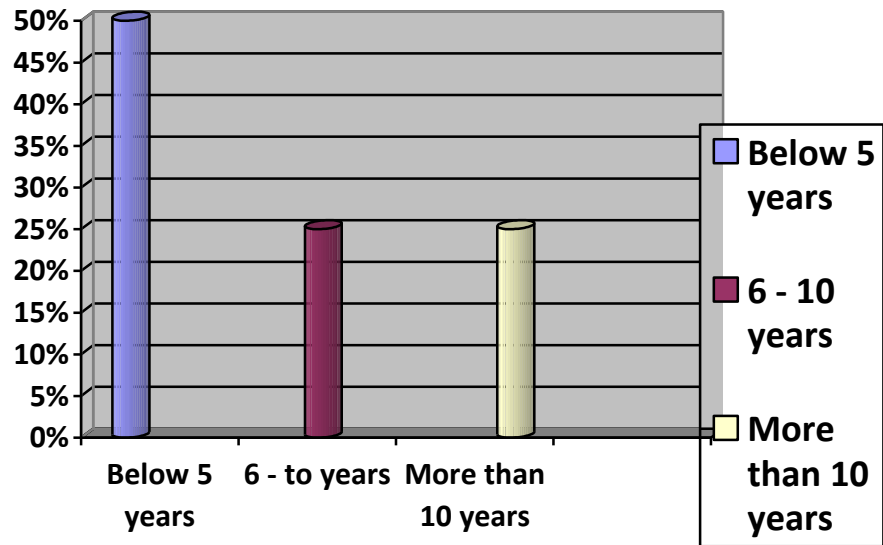
Figure 4.1 shows that majority (50.0%) of principals had served as principals for below 5 years. The data implies that they are in a position to provide information on how various administrative strategies influence performance.

The principals were asked to indicate the school enrolment in their schools, they responded as Table 4.4 presents.

Table 4.4: School enrolment

No of students	F	Percent
Below 250	1	12.5
251 to 500	3	37.5
500 to 750	3	37.5
Over 750	1	12.5
Total	**8**	**100.0**

Data shows that 37.5percent of principals indicated that there were between 210 to 750 students in their schools. The data shows that majority of the schools were over populated increasing the teachers' work load thus, influencing principals' administrative strategies on students' academic performance in KCSE. The teachers were further asked to indicate their age. Their responses are presented in Table 4.5.

Table 4.5: Distribution of teachers according to age

Age	F	Percent
Less than 25	6	7.5
26-34	25	31.3
35-44	25	31.3
44-50	20	25.0
Over 50	4	5.0
Total	**80**	**100.0**

Table 4.5 shows that 7.5 percent of teachers were less than 25 years the data implies that they are relatively old and hence may have served for a considerable number of years. The Distribution of teachers according to professional qualification is presented in Table 4.6.

Table 4.6: Distribution of teachers according to professional qualification

Professional qualification	F	Percent
Diploma	24	30.0
B.Ed	47	58.8
B.A/s Sc. With P. GDT	4	5.0
M.Ed	5	6.3
Total	**80**	**100.0**

Findings show that 24 of teachers had diploma, 47 of teachers had bachelors in education, 5 of teachers had master in education degree. The data implies teachers were sufficiently qualified and hence able to understand the influence of administrative strategies on students' performance. Teachers were further, asked to indicate the duration they had worked as teachers. Their responses are presented in Figure 4.2.

Figure 4.2: Distribution of teachers according to years worked as a teacher
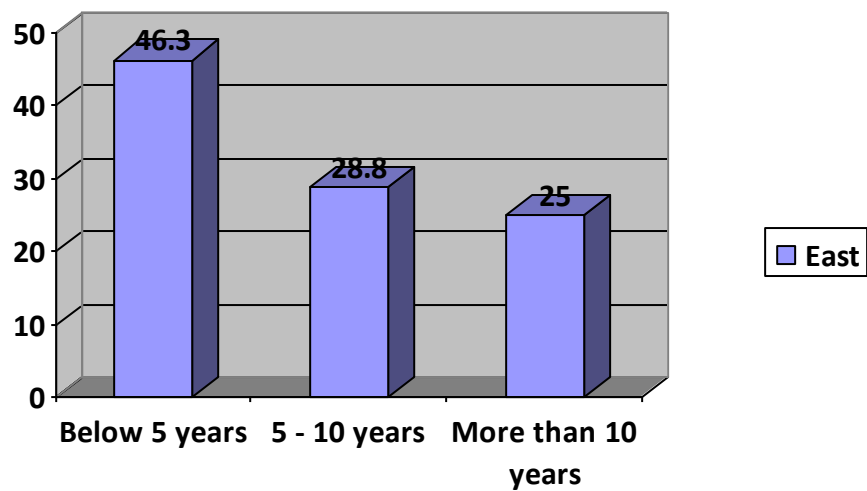
Data shows that 37 teachers had taught for less than 5 years, 23 of teachers had taught for between 5 and 10 years while 20 of teachers had taught for more than 10 years. The data implies that teachers had a relatively long teaching experience hence had had the information on the influence of administrative strategies on students' performance.

The distribution of teachers according to the subjects they teacher in the school is presented in Table 4.7.

Table 4.7: Distribution of teachers according to subjects they teach

Position	F	Percent
Humanities	33	41.3
Sciences	18	22.5
Languages	10	12.5
Technical	19	23.8
Class teacher	20	25.0
Total	**80**	**100.0**

Data in Table 4.7 shows that 41.3percent of teachers taught humanities, 22.5percent of teachers taught sciences, others taught technical subjects while 25.0percent of teachers were class teachers. The data shows that teachers taught various subjects and hence are able to provide information on the influence of principals' administrative strategies on students' academic performance in KCSE.

4.4 Influence of principals' provision of teaching learning resources on students' performance in KCSE

To establish the extent of principals' strategy on provision of teaching learning resources on students' performance in KCSE, the principals were asked to indicate the adequacy of teaching learning resources in their school. Data is presented in the following section:

Figure 4.3: Principals' responses on adequacy instructional materials
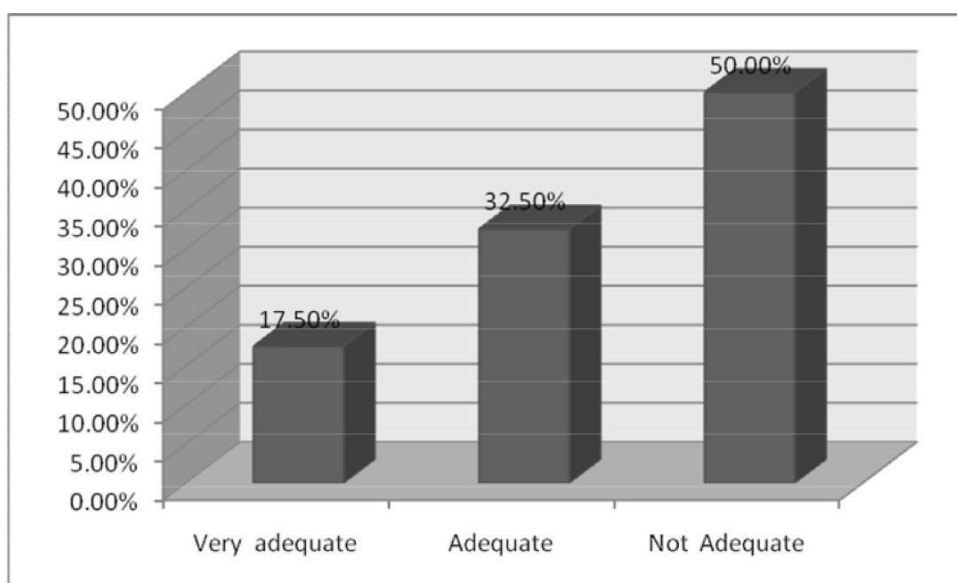
Figure 4.3 shows that half of principals said they did not provided adequate instructional materials while only 17.5 percent of principals said that the instructional materials in the school were very adequate. The data shows that schools did not have adequate instructional materials.

The study sought to establish on the adequacy of provided teaching and learning resources, teachers responses are presented in Table 4.8.

Table 4.8: Teachers rate on adequacy of teaching learning resources

Teaching/learning resources	Very adequate		Adequate		Not adequate	
	F	Percent	F	Percent	F	Percent
Textbooks.	12	15.0	20	25.0	48	60.1
Toilets for boys and girls	5	6.3	27	33.8	48	59.0
Playgrounds.	2	2.5	24	30.0	54	67.6
Water	4	5.0	22	27.5	54	67.6
Laboratories	-	-	21	26.3	59	73.8
Library.	16	20.0	16	20.0	48	59.0

Data shows that 60.1 percent of the schools did not have adequate text books, the same number had inadequate toilets, 67.6 percent did not have adequate playground with the same number not having adequate water. Further 73.8 percent did not have adequate laboratories, while 59.0 percent did not have adequate library. The above findings show that schools did not have adequate resources which affected performance in the schools. Avalos (1991) says that the quality of education the learners receive bears direct relevance to the availability or lack of instructional materials. It therefore goes that availability of instructional materials has an impact on student performance. Ajayi (1999) in a study on "relationship between teaching and learning resources availability and performance in Nigeria schools" and using 250 respondents found that no significant relationship exists between school facilities

availability in Nigeria schools and students' performance while Owiny (2006) who found that most of the NFE learning centres had no physical structures; they lacked furniture, instructional materials and facilitative learning environment.

The principals were asked to indicate the adequacy of teaching learning resources in the schools. Their responses are presented in Table 4.9.

Table 4.9: Principals rate on adequacy of teaching learning resources

Teaching/learning resources	Very adequate		Adequate		Not adequate		Not available	
	F	Percent	F	Percent	F	Percent	F	Percent
Textbooks.	0	0.0	3	37.5	5	62.5	0	0.0
Toilets for boys and girls	0	0.0	2	25.0	6	75.0	0	0.0
Playgrounds.	0	0.0	2	25.0	6	75.0	1	12.5
Water.	3	37.5	1	12.5	3	37.5	1	12.5
Laboratories	1	12.5	2	25.0	5	62.5	0	0.0
Libraries.	2	25.0	2	25.0	3	37.5	1	12.5

Data shows that majority (5) of principals indicated that textbooks and playground in their schools were not adequate, 6 of the principals indicated that toilets for boys and girls were inadequate. Data further shows that 3 of the principals indicated that water and libraries in their school were inadequate.

The responses of the principals concur with those of teachers that schools did not have adequate teaching learning resources hence affecting performance. Adequate teaching and learning resources have an impact on academic performance. The facilities include the administrative offices, classrooms, libraries, stores and the school playground.

According to Bell and Rhodes (1996), these resources are important because the school uses them to advance the learning opportunities offered to the students and also help them improve academic performance. Anandu (1990) asserts that physical facilities are vital for pupils in the teaching/ learning situations. Any trace of inadequacy leads to frustration among teachers and students and negatively affects academic performance. Mwamwenda and Mwamwenda (1987) revealed that physical facilities had a direct link to the education quality measured in terms of students' performance. This implies that the principals should ensure that schools have the required teaching and learning resources which impact on good academic performance.

4.5 Influence of principals' routinely classroom visits on students' performance In KCSE

Research objective two of this study was to determine how the principals' routinely classroom visitation influenced students' performance in KCSE. The principals were asked whether they visit class during teaching and learning lessons in their school. Figure 4.4 shows their responses.

Figure 4.4: Principals' visit classrooms during lessons
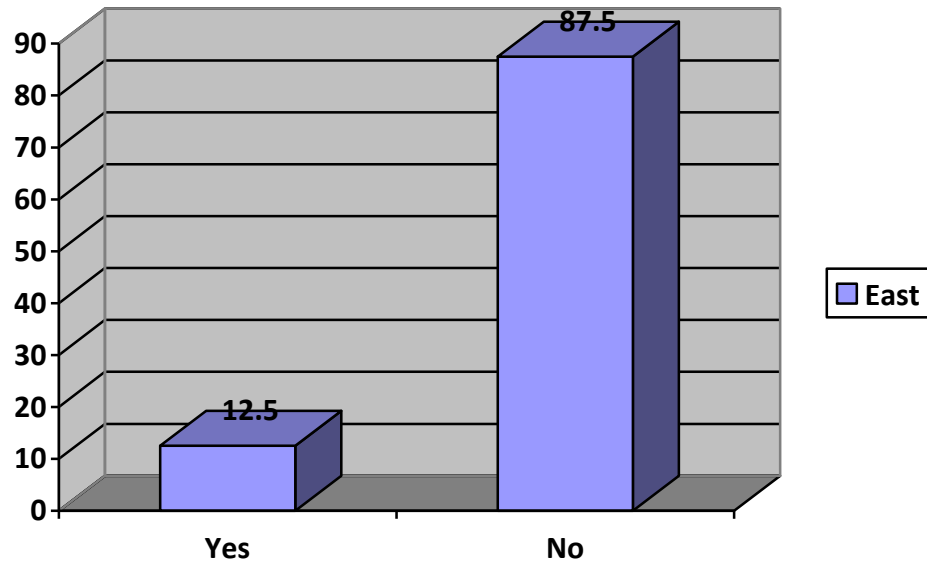
Majority (7/8) of principals indicated that they did not visit classes during lessons while an insignificant number of principals said that they visited classes during lessons. Asked whether the school had adequate teachers for all the classes, majority of principals indicated that teachers were not adequate for all the classes. The data shows that majority of the schools did not have adequate teachers. When schools do not have adequate teachers, teaching and learning may not be effective which may affect students' performance. Onyango (2008) emphasizes that human resource is the most important resource in a school organization. He adds that teachers comprise the most important staff in the school. However, the contribution made by other staff members such as secretaries, bursars, accounts clerk, matron, nurses, messengers and watchmen is also important in making the organisation achieve its objectives.

Teachers were asked whether they taught subjects that they were not trained in. Data shows that majority of teachers were assigned to handle subjects that they were not trained in. It is a government policy that teachers should teach subjects they have been trained in. The data shows that students were not taught by trained teachers which may have an impact on their performance. Odhiambo (2005) observes that the most important purpose of a school is to provide children with equal and enhanced opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers.

The teachers were also asked to indicate reasons why teachers taught subjects that they were not trained in. Table 4.10 presents the findings.

Table 4.10: Teachers responses on the reasons why teachers taught subjects that they were not trained in

Reasons	F	Percent
Inadequate teachers	63	78.8
High enrolment rate	17	21.2
Total	**80**	**100.0**

Data shows that majority of 63 teachers indicated that they taught subjects which they had not been trained in due to inadequacy of teachers while 17of teachers said it was due to high enrolment rate of students in the schools. The finding further shows that inadequate teachers made students to be taught by teachers who were not trained in the subjects hence could lead to poor

performance. The study sought to establish how the schools coped with the shortage of teachers. Table 4.11 shows principals' response.

Table 4.11: Principals' responses on how they coped with the shortage of teachers

Response	F	Percent
Combined classes	3	37.5
Use of volunteer teachers	3	37.5
Left untaught	2	25.0
Total	**8**	**100.0**

Findings show that 37.5percent of principals said that they combined classes, the same number of principals used volunteered teachers while 25.0percent of principals said that their students were left untaught due to shortage of teachers. This agreed with teachers' responses as 45.0percent of teachers indicated that they used volunteered teachers to cope with teachers' shortage. The data shows principals faced challenges of inadequate teachers hence contributing to poor performance.

4.6 Influence of principals' facilitation of teachers' development on students' performance in KCSE

To assess how principals' strategy on facilitation of teachers' development affect students' performance in KCSE, the study further sought to investigate whether teachers were allowed to attend seminars they have been invited to. Figure 4.5 shows principals' responses.

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Figure 4.5: Principals' responses on whether they allow teachers to attend seminars they have been invited
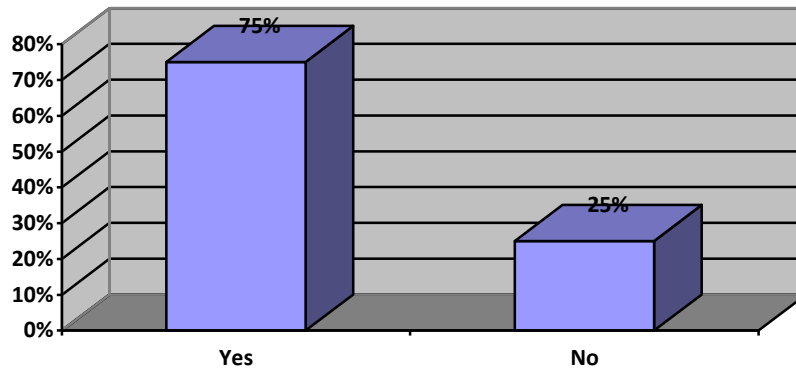
Majority of the principals allowed their teachers to attend seminars they have been invited. When teachers were asked to indicate the same, majority of the teachers indicated that their principals allowed them to attend seminars. Majority (75%) of principals further indicated that their teachers were interested in attending seminars and workshops once invited. Teachers play a key role mediating and passing on existing public knowledge to their students. In order to develop new understanding in school classrooms, the nature of teacher students' discourse is important. According to Sushila (2004), the principals should be involved in making most of the decisions of the school which includes facilitating teachers' development.

Table 4.12: Teachers' responses on the number of courses they had attended in the last 2 years

Courses	F	Percent
1 course	32	40.0
2. course	32	40.0
3. course	5	6.3
4. course	2	2.5
5 course	6	7.5
More than 5	3	3.8
Total	**80**	**100.0**

Table 4.12 shows that 40.0 percent of the teachers had attended one courses in the last 2 years, the same number of teachers had attended two courses. Effective teacher development can increase productivity, lead to greater job satisfaction and lower turnover. It enables workers to develop better understanding of their work and provide the ability to cope with organizational, social and technological changes.

The principals were further asked to indicate whether teachers were provided with conducive working environment. The data is presented in Figure 4.6.

Figure 4.6: Principals' responses on whether teachers were provided with conducive working environment
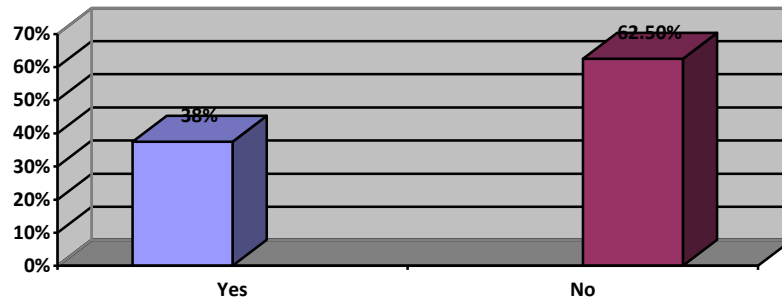
Majority (5) of the principals indicated that teachers were not provided with conducive working environment. The responses of the principals showed that teachers were not provided with conducive working environment which affected students' performance.

The researcher further sought to establish whether principals encouraged teachers to attend courses for their professional development. Data is presented in Figure 4.7.

Figure 4.7: Teachers' responses on whether the principals encouraged them to attend courses for their professional development
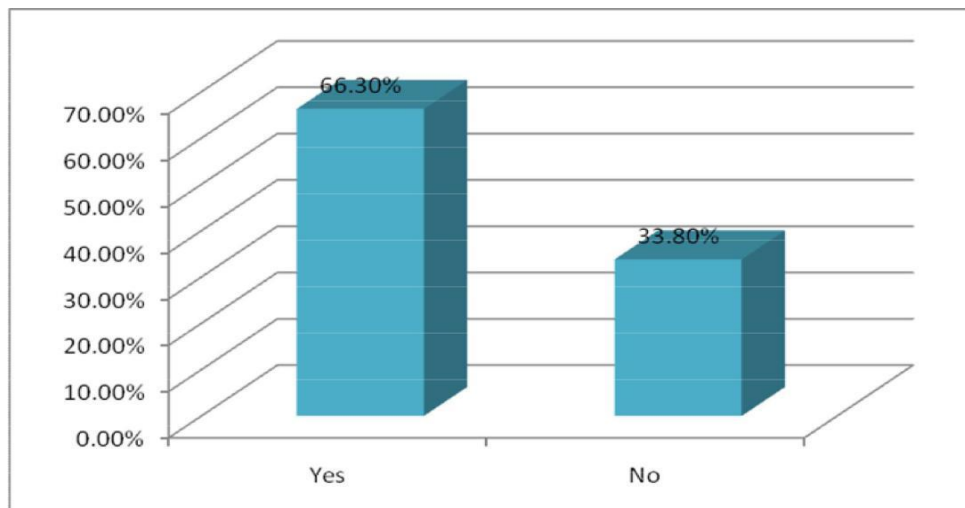
Data revealed that majority (53) of the teachers indicated that their principals encouraged them to attend courses for their professional development. Asked whether they were free to discuss matters that affected teaching and learning with their principals, majority (58) of teachers agreed with the statement. The teachers were also asked to indicate the strategies on facilitation of teachers' development. Their responses are presented in Table 4.13.

Table 4.13: Teachers' responses on strategy on facilitation of teachers' development

Statement	Yes		No	
	F	Percent	F	Percent
Teachers in my school are interested in attending Courses	53	66.3	27	33.8
Principals allow me to express my issues freely	23	28.8	57	71.3
I experience teacher conflict in my school	38	47.5	42	52.5

Data showed that majority (53) of teachers indicated that teachers in the schools were interested in attending courses. Majority (57) of teachers indicated that principals did not allow them to express ttheir issues freely while majority (42) of teachers indicated that they did not experience teacher conflict in their school.

The principals were further asked to indicate whether they involved teachers in matters affecting students. The data is presented in Table 4.14.

Table 4.14 Principals' responses on strategy on involving teachers in students' issues

Statement	Yes		No	
	F	Percent	F	Percent
Teachers are able to discuss with me matters that affect teaching and learning	2	25.0	6	75.0
I listen to teachers opinions concerning issues affecting the school	5	62.5	3	37.5

Majority (75.0%) of the principals indicated that teachers were not able to discuss with the principals matters that affect teaching and learning while majority 62.5percent of principals indicated that they listened to teachers' opinions concerning issues affecting the school. Peters (2011) emphasized that the head teacher must be aware of the training needs for the teachers. As an instructional leader, the head teacher improves instructional program in his/her school by ensuring that teachers have the required training (Manual of Heads of Secondary Schools in Kenya, 2010). According to Sushila (2004), a discreet principal will enhance teacher development by providing opportunity for their development. The major goals of personnel training is the improvement of worker's performance over time. Effective teacher development can increase productivity, lead to greater job satisfaction and lower turnover.

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4.7 Influence of principals' provision of enabling learning environment on students' performance in KCSE

To establish principals' practices on provision of enabling learning environment on students' performance in KCSE, the principals were asked to indicate the frequency in which they enabled conducive environment for students. Data is presented in Figure 4.8.

Figure 4.8: Principals' responses on the frequency providing enabling learning environment for students
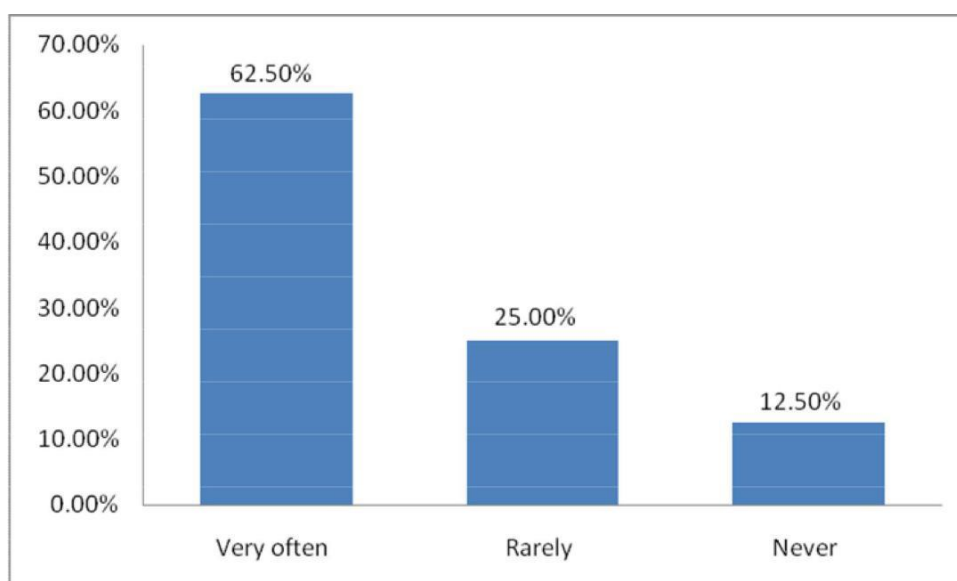
Majority (5) of principals indicated that they provided suitable physical facilities that enabled conducive environment for students very often. Effective principals require a number of competencies. Leithwood et al. (2004) outline three sets of core leader ship practices. This includes developing people and enabling teachers and other staff to do their jobs effectively, offering intellectual support and stimulation to improve the work, and providing models of practice and support.

To establish the frequency in which principals applied various communication strategies frequently on the students, they were asked to indicate the same. Table shows the findings.

Table 4.15: Principals' responses on the frequency in which they applied various enabling learning environment

Communication strategies	Often		Rarely		Never	
	F	Percent	F	Percent	F	Percent
Person to person talk with a pupils	3	37.5	4	50.0	1	12.5
Addressing school in the assembly	3	37.5	4	50.0	1	12.5
Holding open forums for the Discussions	3	37.5	3	37.5	2	25.0
Using letters to pass information	3	37.5	4	50.0	1	12.5
Using the school magazine	3	37.5	3	37.5	2	25.0
Using the notice board to pass Information	5	62.5	2	25.0	1	12.5
Using the prefect body	2	25.0	4	50.0	2	25.0
Facial expressions	2	25.0	4	50.0	2	25.0
Administering physical punishment	4	50.0	3	37.5	1	12.5
Giving rewards and incentives	4	50.0	2	25.0	2	25.0

Findings shows that majority (4) of the principals rarely communicated person to person talk with a pupil, addressed school in the assembly, used letters to pass information. The same number of principals indicated that they rarely used the prefect body, used facial expression and gave rewards and incentives very often. Data further indicates that majority 62.5percent of principals used the notice board to pass information very often. The data implies that teachers made sure that there was proper communication in the schools.

Table 4.16: Teachers responses on the frequency in which they applied various communication strategies frequently on the students

Communication strategies	Often		Rarely		Never	
	F	Percent	F	Percent	F	Percent
Person to person talk with a pupils	28	35.0	43	53.8	9	11.3
Addressing school in the assembly	37	46.3	39	48.8	4	5.0
Holding open forums for the discussions	16	20.0	48	60.0	16	20.0
Using letters to pass information	13	16.3	43	53.8	24	30.0
Using the school magazine	8	10.0	48	60.0	24	30.0
Using the notice board to pass Information	66	82.5	11	13.8	3	3.8
Using the prefect body	51	63.8	22	27.5	7	8.8
Facial expressions	3	3.8	52	65.0	25	31.3
Administering physical punishment	51	63.8	25	31.3	4	5.0
Giving rewards and incentives	53	66.3	27	33.8	27	33.8

Findings in Table 4.16 shows that majority (43) of teachers rarely used person to person talk with pupils, 37 of the teachers often addressed school in the assembly. Majority (48) of teachers rarely held open forums for the discussions and rarely used school magazine, majority (66) of teachers used notice board to pass information often. Data further indicates that majority (51) of teachers used prefect body and administered physical punishment to students often while majority (53) of teachers gave rewards and incentives often to students.

Brueckners and Burton (2005) highlighted the huge impact that enabling environment on teacher morale and job satisfaction have and thus their classroom performance. Teachers' working conditions affect their ability to provide quality education. As mentioned above, the condition of infrastructure, availability of textbooks and learning materials and class sizes all influence the teacher's experience as an educator. Teachers' remuneration also matters. Teachers' working conditions affect their ability to provide quality education. As found in the data, the condition of infrastructure, availability of textbooks and learning materials and class sizes all influence the teacher's experience as an educator hence affecting academic performance.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents the summary, conclusions and recommendations. The chapter presents suggestions for further research.

5.2 Summary of the study

The purpose of this study was to investigate the influence of principals' administrative practices on students' academic performance in KCSE. Four research questions were formulated to guide the study. Research question one sought to establish the extent of principals' provision of teaching learning resources on students' performance in KCSE, research question two sought to determine how the principals' routinely classroom visitation influence students' performance in KCSE, research question three sought to assess how principals' facilitation of teachers' development affect students' performance in KCSE while research question four sought to establish principals' creation of enabling environment on students' performance in KCSE. The research design in this study used descriptive survey design. The study targeted the 30 principals and 350 teachers. The sample comprised of 8 principals and 95 teachers. This study used questionnaires to collect data from principals and teachers. Data were analysed by use of qualitative and quantitative techniques.

Findings revealed that principals' strategy on routinely classroom visitation affected students' performance in KCSE. For example, majority (7) of the principals indicated that did not visit all the classes during lessons. Majority 60.0percent of teachers were assigned to handle subjects that they were not

trained in. the data shows that students were not taught by trained teachers which may have an impact on their performance. It was also revealed that majority (78.8%) of teachers indicated that they taught subjects which they had not been trained in due to inadequacy of teachers. The data shows principals faced challenges of inadequate teachers hence contributing to poor performance.

Findings also revealed that principals' strategy on provision of teaching learning resources influenced students' performance in KCSE. For example, majority (40) of principals indicated that the classrooms were not adequate, 60.1percent of the schools did not have adequate text books, the same number had inadequate toilets, (67.6%) did not have adequate playground with the same number not having adequate water. Further (73.8%) did not have adequate laboratories, while 59.0percent did not have adequate library. The above findings show that schools did not have adequate resources which affected performance in the schools. Majority (5) of principals indicated that textbooks and playground in their schools were not adequate, 6 of principals indicated that toilets for boys and girls were inadequate.

The responses of the principals concur with those of teachers that schools did not have adequate teaching learning resources hence affecting performance. It was also revealed that principals' strategy on facilitation of teachers' development influenced students' performance in KCSE. This was revealed by majority of principals who allowed their teachers to attend seminars they had been invited and majority of teachers who indicated that their principals allowed them to attend seminars. Majority (6) of principals further indicated

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that their teachers were interested in attending seminars and workshops once invited. However, majority (5) of principals indicated that teachers were not provided with conducive working environment, majority (66.3%) of teachers indicated that their principals encouraged them to attend courses for their professional development. Majority (66.3%) of teachers indicated that teachers in the schools were interested in attending courses.

Findings also revealed that principals' strategy on creation of enabling environment influenced students' performance in KCSE. This was revealed by majority (5) of principals who indicated that they enabled conducive environment for students very often. Majority (4) of principals rarely communicated person to person talk with a pupil, addressed school in the assembly, used letters to pass information. Majority (5) of principals used the notice board to pass information very often. Majority (53.8%) of teachers rarely used person to person talk with pupils, 46.3percent of teachers often addressed school in the assembly. Majority (60.0%) of teachers rarely held open forums for the discussions and rarely used school magazine, majority (66) of teachers used notice board to pass information often. Data further indicates that majority (51) of teachers used prefect body and administered physical punishment to students often while majority (53) of teachers gave rewards and incentives often to students.

5.3 Conclusions

Based on the findings, the researcher concluded that principals' routinely classroom visitation affected students' performance in KCSE. For example, teachers in the schools were not adequate. Principals faced challenges of inadequate teachers hence contributing to poor performance. The study also concluded that strategy on provision of teaching learning resources influenced students' performance in KCSE. The findings show that schools did not have adequate resources which affected performance in the schools.

It was also revealed that principals' strategy on facilitation of teachers' development influenced students' performance in KCSE. This was revealed by the principals allowing their teachers to attend seminars. Teachers were interested in attending seminars and workshops once invited. Principals encouraged them to attend courses for their professional development. The study also revealed that Principals' strategy on creation of enabling environment influenced students' performance in KCSE. This was revealed by principals who indicated that they enabled conducive environment for students very often.

5.4 Recommendations

Based on the findings of the study, the following were the recommendations:

i. That secondary school principal should ensure that there is adequate provision of teaching learning resources to enhance students' academic performance.

ii. That school administration should ensure there is adequate staffing levels so that teaching and learning can be effective and hence improved academic performance.

iii. That, principals should seek ways of facilitating teachers development which will equip them with skills that will enhance students academic performance.

iv. That, principals should ensure they create enabling environment to facilitate teaching and learning which will eventually lead to improved academic performance.

5.5 Suggestions for further research

Taking the limitations and delimitations of the study, the following areas were suggested for further research.

i. A replica of the same study should be conducted in other sub-counties in Kakamega County to compare the findings.

ii. A study on how principals' relationship with the community around the school influence students' academic performance.

iii. A study on how principals' involvement of BOG influences students' academic performance.

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APPENDICES

Appendix 1: Letter of introduction

Regina Wangui Ndege,

University of Nairobi,

Department of Educational

Administration and Planning,

P.O. Box 92-00902.

Kikuyu.

Dear Sir/Madam,

RE: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a student of the University of Nairobi, undertaking a Masters Degree in Educational Administration and Planning. I am currently conducting research on the influence of administrative practices on students KCSE performance in Butere District.

Your school has been randomly picked for the purpose of participation in the study. The information provided will be solely used for academic purposes. No name of the school neither of the respondents should be written on the questionnaires.

It is my humble request that the respondents picked in your school assist me in filling the questionnaires as accurate as possible.

Thank you in advance for your cooperation

Yours faithfully,

Regina Ndege

Appendix II: Principals' questionnaire

This questionnaire seeks to gather information to be used by the researcher in a study to find out the **Influence of Principals' Administrative Practices on Students' Performance at Kenya Certificate of Secondary School Education (KCSE) in Butere Sub-county**, Kenya. You are kindly requested to fill in this questionnaire by ticking (√) against your option and filling in the blank space for the questions requiring your answer. To ensure confidentiality, please do not indicate your name or that of your school anywhere in the questionnaire.

Section A: Background Information

1. What is your age bracket?

    a) 25 – 35 years   [ ]   b) 36 – 45 years   [ ]

    c) 46 – 55 years   [ ]   d) 56 years and above [ ]

2. How long have you served as the principal in this school?

    a) 0 – 2 years   [ ]   b) 3 – 5 years   [ ]

    c) 6 – 10 years   [ ]   d) 11 years ad above   [ ]

3. What is your academic qualification?

    a) Diploma   [ ]   b) Bachelor's Degree [ ]

    c) Master's Degree   d) PhD   [ ]

4. What is the students' population in your school? _____

5. What is the current population of your teachers?

    a) Male _____   b Female_____   Total _____

Section B: Instructional materials in your school

6. What is the ratio of the following instructional materials to the number of students?

Instructional materials	Ratio
Textbooks	
Library books	
Laboratory practical equipments	

7. In your opinion, to what extent does the provision of instructional materials influence students' KCSE performance.

Physical facilities	**Number**
Classrooms	
Dormitories	
Libraries	
Laboratories	
Playing fields	
Computers laboratories	
Washrooms	
Bathrooms	
Dining hall	

Section C: Creation of enabling environment

8. Below is a list of oral written and non-verbal communication means used in a school by headteachers. Indicate by ticking [√] the option that applies to the communication strategy frequently used by the headteachers on the students.

Means of Communication	Often	Rarely	Never
Person to person talk with pupils			
Addressing school in the assembly			
Holding open forums for the discussions			
Using letters to pass information			
Using the school magazine			
Using the notice board to pass information			
Using the prefect body			
Facial expressions			
Administering physical punishment			
Giving rewards and incentives			

9. In your opinion, to what extent does physical facilities influence students' KCSE performance in your school?

Section D: Principals' classroom visitation

10. Do you visit classrooms during teacher lesson presentation?

    Yes   [ ]   b) No   [ ]

11. If Yes, how often?

    a) Weekly   [ ]   b) Monthly   [ ] c) Termly   [ ]

12. Do you discuss what you have observed with the teacher after the
    lesson? Yes   [ ]   b) No   [ ]

13. If   Yes,   what   are   the   reactions   of   the   teachers?
    _____

14. In your opinion, to what extent does classroom visitation during lesson
    presentation influence students' KCSE performance? _____

    Section E: Teacher development

15. Do you facilitate your teachers' to enhance their professional skills
    through in-service courses, seminars or workshops?

    Yes   [ ]   b) No   [ ]

16. If Yes, how many teachers have had a chance to attend in-service
    courses, seminars or workshops since 2012? _____

17. In   your   opinion,   to   what   extend   does   teachers'   professional
    development influence students' KCSE performance? _____

18. As a principal, what efforts are you making to improve students'
    KCSE performance in the school of your jurisdiction? _____

Thank you for your cooperation

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Appendix III: Teachers questionnaire

This questionnaire is designed to help the researcher find out the Influence of Principals' Administrative Practices on Students' Performance at Kenya Certificate of Secondary School Education (KCSE) in Butere Sub-county, Kenya. You are kindly requested to participate in this study by filling in this questionnaire. To ensure confidentiality, please do not write your name and that of your school anywhere in the questionnaire.

Section A: Background information

1. What is your gender?

   a) Male   [ ]   b) Female   [ ]

2. What is your age bracket?

   b) 25 years   [ ]   b) Between 26 - 35   [ ]

   c) 36 – 45 years   [ ]   d) 46 years and above   [ ]

3. What is the level of your education?

   b) Diploma   [ ]   b) Bachelor's Degree [ ]

   c) Master's Degree   d) PhD   [ ]

   e) Others, specify _____

4. How long have you been teaching?

   Below 5 years   [ ]   6 – 10 years   [ ]

   11 – 15 years   [ ]   16 – 20 years [ ]

   20 years and above   [ ]

5. What are your teaching subjects?

Humanities   [ ]   Sciences   [ ]

Languages   [ ]   Technical   [ ]

Section B: Instructional materials in your school

6. Please indicate the availability of the following materials by ticking (√)

   the appropriate box

Instructional materials	Available	Not available
Teachers' reference materials		
Students textbooks		
Teachers' professional documents		
Students' attendance registers		
Teaching/learning aids		
Laboratory equipments		

7. What is the ratio of textbooks to students in the subjects you

   teach?_____

8. Do the teachers use instructional materials during teaching/learning

   activities? Yes [ ]   b) No   [ ]

9. Do you attain lesson objectives when using instructional materials in

   teaching?

   Yes   [ ]   b) No   [ ]

10. Please explain your answer in question 9.

11. In your opinion, do what extent does the use of instructional materials influence students' KCSE performance? _____

Section C: Classroom visitation during lesson presentation

12. Does your principal visit classroom during lesson presentation?

    Yes   [ ]   b) No   [ ]

13. If Yes, how often does he/she visit the classroom?

           a) Weekly   [ ]   b) Monthly [ ]   c) Termly [ ]

14. Does the principal check the professional documents during classroom visitation? Yes[ ]   b) No   [ ]

15. Does the principal hold a conference with teachers after classroom visitation?   Yes   [ ]   b) No   [ ]

16. If Yes, to what extent does it influence the students' performance in KCSE? _____

17. Please indicate the number of the following physical facilities in your school in the table

Physical facilities	Number
Classrooms	
Dormitories	
Libraries	
Laboratories	
Playing fields	
Computers laboratories	
Washrooms	
Bathrooms	
Dining hall	

18. In your opinion, to what extent does the physical facilities influence students' performance in KCSE? _____

Section E: Teacher professional development

19. Have you ever attended in course to enhance your professional skills?

    Yes   [ ]   b) No   [ ]

20. If yes, how many courses have you attended since 2012? _____

21. (i) Which was the training agency? KEMI, TSC, KSSHA, KNEC?

    (ii) Briefly explain how you benefited from the training you attended?

    _____

    Is your principal supportive of your Teacher Development Trainings?

    Yes   [ ]   b) No   [ ]

22. If Yes, how does the principal assist the teachers to enhance their professional skills? _____

23. In your opinion, to what extent does the teacher professional Development influence students KCSE performance?

Thank you for your cooperation

Appendix III: Questionnaire for students

The questionnaire is designed to help the researcher find out the influence of principals administrative on students' performance at Kenya Certificate of Secondary Education (KCSE) in Butere Sub-county, Kenya. You are requested to participate in this study by filling in this questionnaire. To ensure confidentiality, please do not write your name and that of your school anywhere in this questionnaire.

Please tick (√) where appropriate or fill in the required information on the spaces provided.

1. What is your gender?

   Boy [ ]   Girl   [ ]

2. What is your age bracket?

   16years and below   [ ]   17 – 18 years [ ]   above 18 years[ ]

3. Which form are you in?

   One [ ]   Two   [ ]   Three [ ]   Four   [ ]

4. Which grade do you expect to obtain in your KCSE examination?

   A   [ ]   A- [ ]   B+ [ ]   B [ ]   B- [ ]

   C+ [ ]   C [ ]   C- [ ]   D+ [ ]   D [ ]

   D- [ ]   E [ ]

Section B: Classroom visitation

5. Using the scale provided below, rate the following activities carried out by the principals during teaching/learning processes

Use – (1) Agree   (2) strongly agree   (3) Disagree   (4)

Strongly disagree. Put tick (√) in the spaces provided and tick ones in each item

	ACTIVITY	1	2	3	4	
1	Principal checks the class time-tables					
2	Principal confirms the presence of teachers					
3	Principal observes teacher in classes as they teach					
4	Principals checks the students exercise books					
5	Principal engage students in class discussions to air out their challenges					
6	Principal organizes meetings with teachers after lesson observation					

6. (i) Do you think the above activities have an influence in students' performance at KCSE?

Yes   [ ]   No   [ ]

ii) If yes, how is the effect?   Positive [ ]   Negative   [ ]

Section D: Provision of instructional materials

7. Use the table to indicate the school facilities that are available in your school.

A – Available   NA – Not Available

School Facilities	A	NA
Classrooms		
Dormitories		
Library		
Laboratories		
Computers		
Chairs and lockers		
Toilets		
School bus		
Dining hall		
Playground		

8. In your opinion, does the availability of these physical facilities influence students' KCSE performance?

Yes   [ ]   b) No [ ]

9. If yes, how is the influence?

a) Positive   [ ]   b) Negative [ ]

10. How is the sharing of textbooks in your school? Tick where appropriate

   1 textbook between 2 students   [ ]

   Each students has a textbook   [ ]

   Students share in groups   [ ]

   No textbooks at all the school   [ ]

11. Does the teachers use teaching/learning aids during lesson presentation?

   Yes   [ ]   b) No   [ ]

12. If Yes, is the use of teaching aids help you understand the content taught clearly? Yes   [ ]   b) No   [ ]

13. In your opinion, does the use of instructional materials affect the students' KCSE performance? Yes   [ ]   b) No   [ ]

14. If Yes, how is the effect? Choose one of them

   (i)   Students perform well in KCSE   [ ]

   (ii)   Students doesn't perform well in KCSE   [ ]

Thank you for your cooperation

Appendix 5: Authorization letter

**NATIONAL COMMISSION FORSCIENCE,
TECHNOLOGY ANDINNOVATION**

Telephone: 020 400 7000,
0713 788787,0735404245
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/17/17482/20485**

Date: **4th December, 2017**

Ndege Regina Wangui
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of principals administrative practices on students performance at Kenya Certificate of Secondary Education in Butere Sub-County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for the period ending **4th December, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Kakamega County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GP Kalerwa

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kakamega County.

The County Director of Education
Kakamega County.

National Commission for Science, Technology and Innovation isISO9001:2008 Certified
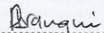
Appendix 6: Research permit

THIS IS TO CERTIFY THAT:
MS. NDEGE REGINA WANGUI
of UNIVERSITY OF NAIROBI, 92-902
KIKUYU,has been permitted to conduct
research in *Kakamega   County*

on the topic: *INFLUENCE OF*
PRINCIPALS ADMINISTRATIVE
PRACTICES ON STUDENTS
PERFORMANCE AT KENYA CERTIFICATE
OF SECONDARY EDUCATION IN BUTERE
SUB-COUNTY, KENYA

for the period ending:
4th December,2018

....
Applicant's
Signature

Permit No : NACOSTI/P/17/17482/20485
Date Of Issue : 4th December,2017
Fee Recieved :Ksh 1000

SP Kalezwa
....
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
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