

**INFLUENCE OF PRINCIPALS' ADMINISTRATIVE SKILLS ON LEARNERS'  
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN  
BUNGOMA EAST SUB COUNTY, KENYA**

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## DECLARATION AND APPROVAL

### Declaration by Students

I declare that this is my original work and has not been previously presented to any other university or institution for academic credit degree.

Signed Sindani

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### Approval by the Supervisor

This research project has been submitted for examination with our approval as university supervisors

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## ABSTRACTS

Quality education for sustainable development is now a global priority, but the ongoing decline in Kenya Certificate of Secondary Education exam performance hampers students' prospects for further education and development. Thus, the purpose of the study was to examine the influence of administrative skills adopted by the principals on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county. The objectives of the study were to: Determine the influence of principals' supervisory skills on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county; establish the influence of principals' motivation skills on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county; assess the influence of principals' communication skills on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county; and examine the influence of principals' human relations skills on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county. The information provided by this research will benefit policymakers, community members and academicians. The research employed a cross-sectional design, focusing on 1198 individuals including 59 Principals and 1139 Head of Departments in public secondary schools within Bungoma East subcounty. The sample, consisting of 291 individuals comprising 15 principals and 276 HoDs, was selected using a simple random sampling technique. The researcher gathered data through questionnaires and interview guides, validated by supervisors. Instrument reliability was confirmed through a pilot study, which showed a Spearman's rank correlation coefficient of 0.78, indicating reliability. Quantitative data was subjected to descriptive and inferential statistical analysis and presented in tables, while qualitative data was analyzed for common themes, which were extracted, organized, and discussed within the main objective areas of the study, and relevant quotations were used to present the findings. The research revealed a statistically significant correlation between the administrative skills adopted by principals, including supervisory, motivational, communication, and human resource management skills, and learners' academic performance in public secondary schools. As a result, it is recommended that education policymakers develop and implement comprehensive guidelines and support systems to mandate and facilitate the adoption of essential administrative skills by principals, including supervisory, motivational, communication, and human resource management skills.

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## ABBREVIATIONS AND ACRONOMY

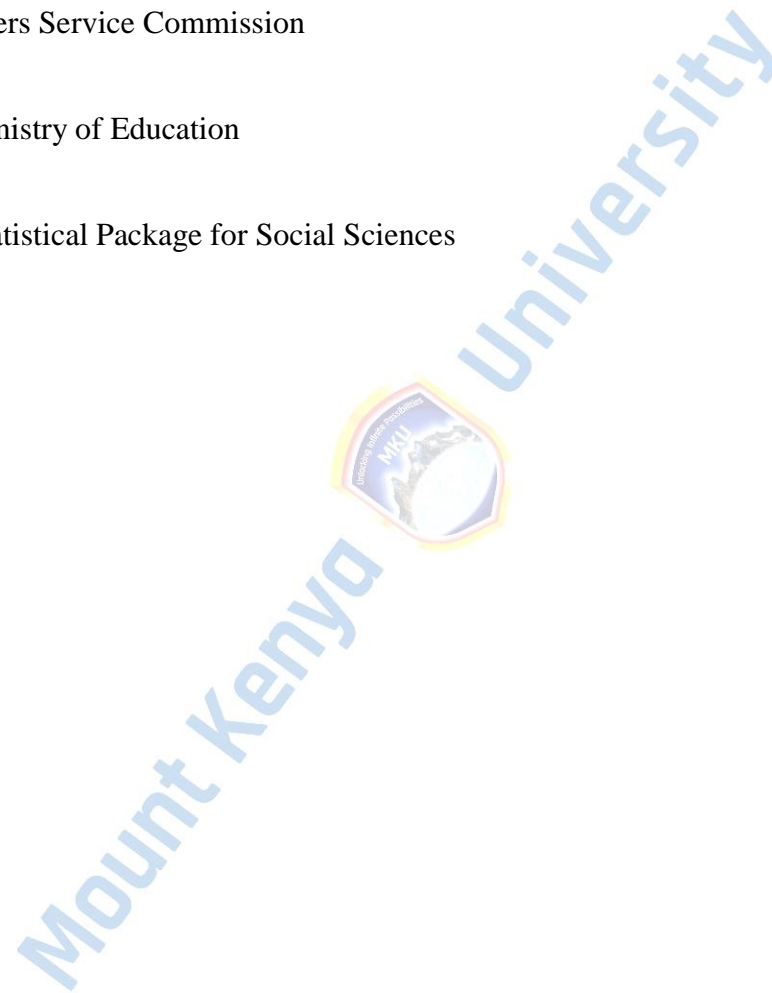
**HOD** Head of Department

**KCSE** Kenya Certificate of Secondary Education

**TSC** Teachers Service Commission

**MOE** Ministry of Education

**SPSS** Statistical Package for Social Sciences



# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

This chapter discusses the background of the study, statement of the problem, purpose of the study, research objectives, research questions, and significance of the study, scope of the study, study limitation, delimitation, assumption and operational definition of terms.

### 1.1 Background to the study

Education for sustainable development is a priority on the global agenda, with many countries emphasizing its role in achieving sustainable progress through quality education and fostering human capital in schools (Mamabolo, 2020). The primary goal of schools is to ensure students' academic success, which often hinges on the principal's administrative knowledge and skills (Rentilei, Momanyi, & Wambiya, 2022). A principal's administrative abilities influence the school's approach to teaching methods, the frequency of student learning, and overall school success. Principals with effective administrative skills create a dynamic, supportive, and motivating school environment that enhances classroom instruction. This positive atmosphere boosts teachers' commitment and willingness to perform their duties, helping them build self-confidence and readiness to handle diverse classroom situations. Conversely, schools led by ineffective principals often experience issues like teacher disengagement, lack of motivation, and diminished morale, potentially leading teachers to leave the profession or struggle to manage classrooms and improve student outcomes (Mohammed, Mohammed, & Eto, 2020).

Learners' academic performance refers to the measurable outcomes of a student's educational achievements, typically reflected in grades, test scores, and other academic

indicators (Mandasari, 2020). Quantitative indicators of learners' academic performance include test scores, grades, and graduation rates, while qualitative indicators encompass teacher evaluations, student engagement, and feedback from parents and peers (Namoun & Alshantqi, 2020). Learners' academic performance in public secondary schools is significant because it serves as a key indicator of educational quality and effectiveness, impacting students' future opportunities for higher education and career prospects (El Said, 2021). Learners' academic performance in secondary schools include standardized test scores, grade point averages (GPAs), and graduation rates (Bergdahl, Nouri, Fors, & Knutsson, 2020).

Administrative skills in an educational institution involve supporting a team of teachers to enhance students' academic success. These skills include human skills, such as motivation, delegation, and teamwork; conceptual skills, such as staffing, time management, and decision-making; and technical skills, such as managing curriculum, syllabus, and subject-related activities (Manullang, 2017). The school principal plays a vital role in shaping the educational environment, so employing skills in human relations, time management, conceptualization, communication, leadership, supervision, and motivation can significantly impact students' academic performance at the secondary school level (Munir, Quraishi, & Shokat, 2020).

Worldwide, academic achievement has drawn significant attention from parents, policymakers, and planners, as it plays a critical role in evaluating a student's success and can significantly impact essential life outcomes, including income and health.. Indonesia government has carried out various policies in improving the quality of education, especially for the last 15 years. There were some policies that were carried out by the

government to improve the quality of education in Indonesia and those were facilitating the school establishment and operation permits, giving school subsidies that were more on target, giving training for teachers, increasing the share of state budget for education by 20%, and creating education that liberates children. However, the region's power is very limited because the role from the regional income is still far from the expectation of the local budget, therefore, the readiness of human resources and administrative skills of education sector is still very limited (Milawati & Abdul, 2021). The most crucial factor in achieving quality education in schools is good administration by the principal. Principals' good administration will undoubtedly produce a useful implementation system to improve the quality of education services, thus, should have full authority over what will be done at the school he fostered (Jaidie, Effendi, & Sulaiman, 2020). Consequently, This issue has become so prominent that it has driven numerous scholars to diligently investigate the factors that hinder strong academic achievement.

Regionally, education is viewed by many stakeholders as a critical tool for national development. This is especially true in Sub-Saharan Africa, where countries, including Zambia, have witnessed recurring student unrest in secondary schools. One of Zambia's key educational goals, outlined in the Education for All 2015 Plan, aimed to improve all dimensions of education quality and learning outcomes. Achieving this goal requires high standards in education, leading to clear, measurable learning results. School administrators play a crucial role in supporting these objectives, with principals responsible for applying effective administrative skills to enhance students' academic performance. However, concerns have been raised about the effectiveness of administrators in fulfilling these roles. Principals directly influence school activities, contributing to both goal-setting and goal

achievement, which emphasizes the need to understand the skills necessary for boosting secondary students' academic success (Phiri, Piliyesi, & Anyona, 2019).

In Kenya, the 8-4-4 education system, implemented in 1985, was designed to offer students a broad knowledge base. Despite syllabus updates, the system relies heavily on national exams at the end of primary, secondary, and university levels to gauge student performance (Kamau & Gongera, 2014). In Kenya, educational quality is often measured by the number of students passing these exams, sparking debate over the factors that impact national exam performance. To enhance overall student outcomes, principals are urged to improve school management styles. The principal's administrative role is vital in motivating both teachers and students, helping them navigate challenges in Kenyan schools. Despite government support for secondary education, academic performance discrepancies persist, partly due to the varied administrative approaches public secondary school principals use to implement policies. A study in Bungoma East Sub County, Bungoma County, examined how these administrative skills impact students' academic performance in public secondary schools (Cakir, Piliyesi, & Mwaniki, 2019).

## **1.2 Statement of the problem**

Globally, the issue of poor academic performance in examination signifies a critical impediment since education is a major contribution to economic growth. Secondary schools in Kenya continue to face pressure to attain academic goals set both internally by the governing board of the school and nationally as set out under Kenya's Vision 2030, and also internationally as set out under the Sustainable Development Goals (SDGs). The continued declining performance of students in KCSE in the country is worrying and of great concern since majority of the students could not be considered for further education.

This has thus prompted a lot of research in the area of administration of these institutions and particularly so for secondary schools. There, is hence a growing need to determine the most optimal formal structures that should be used in the administration of schools in order to ensure that the academic targets set out are achieved. Currently, the Board of Management and the Parents Teachers Association oversee the governance of the school in terms of formulating policies and guidelines to run the school while the school principal is in charge of the implementation of these policies and guidelines on a daily basis. Despite the efforts, the assertion from the stakeholders that the poor performance of students is as a result of administrative skills adopted by principals is not verified, but the fact remains that many students perform poorly in national examinations. Could the poor performance be attributed to the ineffective administrative skills adopted by the principals in secondary schools? Therefore, this study bridged the gap by examining the influence of administrative skills adopted by the principals on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county.

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

The purpose of the study was to examine the influence of administrative skills adopted by the principals on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county.

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

The study was guided by the following objectives:

- i. To determine the influence of principals' supervisory skills on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county

- ii. To establish the influence of principals' motivation skills on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county
- iii. To assess the influence of principals' communication skills on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county
- iv. To examine the influence of principals' human relations skills on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county

### **1.5 Hypotheses of the study**

H0<sub>1</sub>: There is no statistically significant relationship between principals' supervisory skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county.

H0<sub>2</sub>: There is no statistically significant relationship between principals' motivation skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county

H0<sub>3</sub>: There is no statistically significant relationship between principals' communication skills on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county.

H0<sub>4</sub>: There is no statistically significant relationship between the principals' human relations skills on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county.

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

This study will help the education stakeholders to understand whether managerial skills are paramount importance in achieving education goals, in particular public secondary schools. Also, the findings of the study will broaden knowledge and improve the managerial skills of heads of the schools in their handling of different matters and professionals in their working station. Further the study has implications for the educational administrators in the area of promoting staff productivity in teaching and community service effectiveness. This study will help also the professional organizations involved in management to develop right skills measurement system for the educational managers/ heads to acquired effective management skills necessary for the performance. But not only that the study may reveal whether the problems arising in different school are associated with lack of managerial skills among the head of the schools. The study's finding will also provide the Ministry of Education, the public and other stakeholders with a better understanding of the vital role played by school principals in the education sector.

### **1.7 Scope of the study**

The study covered the influence of administrative skills adopted by the principals on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county. The study was conducted in Bungoma East Sub County, Bungoma County. It targeted Principals, and Head of Departments (HoDs).

### **1.8 Limitations of the study**

The study faced several limitations. Some targeted respondents considered certain information sensitive. To address this, assurances and clarifications were provided, emphasizing that the study's purpose was solely academic with no other motives.

Additionally, time constraints presented challenges in completing various activities. The researcher created a structured study plan, allocating specific time for each task and ensuring strict adherence to the schedule.

### **1.9 Delimitations of the study**

This study covered the secondary schools in Bungoma East Sub County, Bungoma County. The independent variables in the study were principals supervisory, motivational, communication and human relations skills while the dependent variable was learners' academic performance.

### **1.10 Basic assumption of the study**

This study was based on the assumption that:

- i. The respondents were truthful information relating to principal's administrative skills in their schools.
- ii. The principals and HoDs of the sampled public secondary schools were available and willing during the study visits.
- iii. That principals adopted some administrative skills needed in the management of public secondary schools.

### **1.11 Operational definition of terms**

**Learners' performance** involves mean score, mean grade, graduation rate and quality grade attained by the learner

**Principals' communication skills** involve adopting verbal, attentive listening, receiving feedback and face to face communication and clear and concise language skills.

**Principals' human relation skills** encompass instructional, clinical, political and sympathetic relations adopted by the school principal

**Principals' motivational skills** involve principal building and sharing vision with subordinates, demonstrating a sense of confidence in the followers, committing to high standards at the workplace and encouraging team work.

**Principals' supervisory skills** involve having skills in checking of teachers' professional documents, peer teaching among teachers, Mentoring among teachers and classroom observation.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter discusses the theoretical literature related to the effect of administrative skills adopted by principals on learners' academic performance in public secondary schools within Bungoma East Sub-County, Bungoma County, empirical review on gaps to be filled by the study, theoretical framework, theoretical review of related studies and the conceptual framework.

#### **2.1 Empirical Review**

##### **2.1.1 Influence of Principals' supervisory skills on Students' Academic Performance**

Effective teaching instruction significantly enhances teaching and learning activities, leading to improved student academic performance. Supervisory skills play a crucial role in supporting curriculum implementation. In Kenya, the education system is examination-focused, with quality measured by the number of students passing national exams. Poor academic performance poses a serious challenge in any country, as education is a key driver of economic growth. Instructional supervisory practices are methods principals use to guide teachers in effective teaching and learning, including peer teaching, classroom observation by principals, reviewing teachers' professional documents, and teacher mentoring. Clinical supervision is a structured, ongoing process starting before classroom teaching and concluding afterward. It has three stages: pre-observation conference, observation, and post-observation conference. This approach builds teacher confidence, enhancing content delivery and ensuring lesson objectives are met within the allotted time, thereby supporting students' academic improvement (Amei, Piliyesi, & Anyona, 2020).

Jaidie, Effendi, and Sulaiman (2020) examined the connection between principals' managerial and academic supervision skills, as mediated by organizational climate, on teacher performance in public elementary schools in Pandawan District. The research methodology employed is quantitative with an Ex-Post Facto design, involving 31 school respondents selected through questionnaire sampling. Hypothesis testing was conducted using multiple linear regression analysis with SPSS 26 for Windows. The study revealed that based on the analysis of the path coefficient between principals' academic supervisory skills and organizational climate, the path coefficient value is 0.624, with a t-count of 14.662 and a significance of 0.000. It proves that the principal's academic supervision skills can positively and significantly impact the organizational climate at Public Elementary Schools in Pandawan.

Elenwo (2018) examined how principals' supervision impacts secondary school students' academic performance in Rivers State. Specifically, the study investigated how teachers' appraisal by principals, classroom observations by principals, and teachers' adherence to the scheme of work affect student performance in senior secondary certificate examinations. Using a correlational study design, the research was conducted across three Local Government Areas: Port Harcourt, Ahoada West, and Eleme, involving a population of 1,229 teachers and 32 principals. Simple random sampling selected 204 teachers and 16 principals, and data was gathered through questionnaires. Validity was confirmed by three experts, and reliability was determined using the Cronbach alpha method. Mean and standard deviation were used to analyze research questions, while Pearson's correlation coefficient tested hypotheses at a 0.05 significance level. Results showed that teacher

appraisal by principals, classroom observation, and adherence to the scheme of work significantly influence student performance in examinations. While the first hypothesis (no significant relationship between teacher appraisal by principals and student performance) was accepted, hypotheses related to classroom observation and adherence to the scheme of work were rejected. It was recommended that principals increase proactive supervision, and that the government provide essential teaching resources and emphasize regular review of teachers' professional documents.

Livingstone and Andala (2023) assessed the role of instructional supervision on academic performance in selected public schools in Rwanda's Muhanga district. A correlational research design was used, with a target population of 158 and a sample of 108 respondents determined by Solvin's formula. Data was collected via questionnaires and document analysis. Findings highlighted that instructional control methods, teachers' attitudes towards supervision, the use of teaching aids, the skills of teachers and head teachers, and principals' workload contribute to enhanced student academic performance. Consistent instructional supervision, including strategies like notebook reviews, classroom visits, lesson plan assessments, and record-keeping inspections, was found to correlate positively with both teacher performance and student achievement.

Mutiso, Kirimi, and Itegi (2020) explored the connection between principals' instructional supervision practices and student performance in Machakos County public secondary schools. Using a descriptive survey design, the study employed simple random and stratified sampling to select a sample from 8 sub-county Quality Assurance and Standards Officers (QASOs), 47 principals, and 395 teachers. Quantitative data were analyzed using descriptive statistics, such as mean and standard deviation, and inferential statistics,

including independent t-tests. Qualitative data were analyzed thematically and narratively, with questionnaires and interview guides as data collection tools. The study revealed that principals did not adequately support mentoring, classroom observation, and peer teaching among teachers.

Mumo, Kadenyi, and Kiboss (2015) studied the relationship between headteachers' instructional supervisory skills and students' academic performance in the Kenya Certificate of Secondary Education (KCSE) in Machakos County. Employing a correlational research design using the ex-post facto method, the study targeted 270 schools and sampled 41 schools, representing 41 headteachers. Data analysis included both quantitative and qualitative techniques. The difference between sample means was tested with a two-sample t-test of equal variance, while Pearson's correlation tested the relationship between dependent and independent variables. The reliability of the instrument was confirmed with a coefficient value of 0.7289 (Grinnell, 1993). Findings indicated a significant relationship between headteachers' supervisory skills and student performance in KCSE, shown by a P-value of 0, which was less than 0.1, suggesting that students' performance improved with effective use of headteachers' instructional skills. The study recommended incorporating capacity building into teacher training programs to support improved KCSE outcomes.

Kituku, Piliyesi, and Anyona (2020) examined principals' instructional supervision practices and their impact on students' academic achievement in public secondary schools in Mwatate Sub County, Taita Taveta County, Kenya. Using a mixed-methods approach,

specifically a convergent parallel design, the study targeted 1 Sub County Quality Assurance and Standards Officer (SQASO), 26 principals, 130 teachers, and 1,300 Form Four students across 26 schools. Sampling techniques included probability methods (simple and stratified random) and non-probability methods (purposive sampling). Data collection tools included questionnaires, interview guides, and document analysis guides. Quantitative data was analyzed using descriptive statistics (frequencies, means, and standard deviation) via SPSS Version 21, while qualitative data were thematically summarized and presented narratively. The study found that over half (67 or 53.2%) of the teachers strongly agreed that principals regularly supervised their preparation of professional documents to improve academic performance, with an additional 8.7% agreeing. However, 21.4% disagreed, including 12.7% who strongly disagreed, indicating some variability in perceptions of principals' supervisory practices.

### **2.1.3 Influence of Principals' motivational skills on Students' Academic Performance**

Principals, as leaders of secondary schools, must utilize inspirational motivation behaviors to enhance school performance. This leadership style is crucial for shaping students' behavior within the school environment, attracting global scholarly interest. Inspirational motivation leaders foster an environment that motivates and inspires both teachers and students by providing meaningful work. This study focused on specific indicators of this leadership practice, including building and sharing a vision with subordinates, demonstrating confidence in followers, committing to high workplace standards, and promoting teamwork. Motivation is essential as it helps sustain behaviors aimed at improvement. High school principals fulfill their leadership roles alongside teachers, non-teaching staff, and students to achieve set objectives through inspirational motivation.

When principals create a supportive learning environment, share and develop the school vision, encourage teamwork, recognize followers' achievements, show confidence in their abilities, and initiate organizational changes, both teachers and students feel motivated to engage in teaching and learning (Chukwuemeka & Manafa, 2021).

To expound on the importance of inspirational motivation among school principals and how it influences both staff and students, let's delve deeper into the specific elements of this leadership style, its underlying theories, and its impact on school culture and student outcomes.

### ### Inspirational Motivation as a Pillar of School Leadership

Principals play a central role in establishing a school's culture and determining its direction. Inspirational motivation, a critical aspect of transformational leadership theory, involves the ability to articulate a clear vision, inspire enthusiasm, and instill a sense of purpose among followers. This style is not merely about motivating others but about creating an environment where individuals feel connected to a common goal and are driven to achieve it. In the context of secondary education, a principal who adopts an inspirational motivation style fosters a sense of shared purpose among teachers and students, aligning their goals with the institution's mission to improve academic performance and overall school effectiveness.

Inspirational motivation is highly effective in school settings because it addresses both cognitive and emotional aspects of motivation. The cognitive component involves helping individuals understand and believe in the school's mission and values. The emotional component, on the other hand, instills a sense of pride, loyalty, and commitment to the school's success. Through this approach, principals create a school culture where both teachers and students are intrinsically motivated to strive for excellence.

### ### Building and Sharing a Vision

A key element of inspirational motivation is the ability of leaders to build and share a compelling vision. For principals, this vision often centers on academic excellence, student well-being, and a supportive learning environment. A vision provides a roadmap that guides both short-term and long-term goals and gives meaning to daily activities within the school. When teachers and students understand and embrace the school's vision, they are more likely to align their actions and attitudes with this direction.

Research indicates that schools led by principals with a clear, well-communicated vision tend to achieve higher levels of academic success and student engagement. For example, when principals openly communicate their expectations and connect these to the broader goals of the school, teachers feel more empowered to contribute to this vision. They may adopt innovative teaching practices, collaborate more willingly with colleagues, and go the

extra mile to support students. For students, a strong school vision can enhance their sense of belonging and give them a reason to invest in their education. It connects their personal aspirations with the school's mission, motivating them to perform well academically and socially.

### ### Demonstrating Confidence in Followers

Effective school leaders not only set high expectations but also show confidence in their staff's and students' abilities to meet these expectations. When principals demonstrate trust and belief in teachers' skills, they create an environment where educators feel valued and are encouraged to take initiative. This confidence is communicated through supportive interactions, constructive feedback, and recognition of accomplishments.

By expressing confidence in teachers, principals can positively impact teacher self-efficacy—the belief in their ability to influence student learning and manage classroom challenges. Teachers who feel trusted and supported are more likely to engage in professional development, try new instructional methods, and collaborate with peers. For students, seeing that their principal believes in their potential can be equally empowering. It fosters a growth mindset, encouraging students to embrace challenges and persist through difficulties. This supportive approach ultimately contributes to a culture of continuous improvement and resilience within the school.

### ### Commitment to High Standards and Teamwork

Inspirational leaders commit to high standards not only for themselves but for their entire organization. In secondary schools, this commitment to excellence manifests in the principal's dedication to quality instruction, student-centered policies, and effective resource management. By setting high standards, principals model the values of diligence and accountability, which serve as a powerful motivator for both staff and students.

Promoting teamwork is another essential aspect of inspirational motivation. Principals who foster collaboration create a culture where teachers share best practices, co-develop lesson plans, and collectively address challenges. This team-oriented environment benefits both teachers and students, as it promotes a sense of community and support. Teachers working in collaborative teams often experience higher job satisfaction, reduced burnout, and a greater sense of belonging. For students, teamwork can translate into more engaging learning experiences and better access to resources, as teachers who work well together are more likely to provide consistent and high-quality instruction.

### ### Recognizing Achievements and Providing Meaningful Work

Recognition is a powerful motivator, especially in educational settings where effort and dedication may not always yield immediate results. Principals who celebrate their teachers' and students' achievements contribute to a culture of appreciation, where hard work and commitment are valued. This recognition can take many forms, such as verbal praise, awards, or opportunities for professional growth.

In addition to recognizing accomplishments, inspirational leaders emphasize providing meaningful work. For teachers, meaningful work may involve engaging in curriculum development, mentoring new educators, or leading extracurricular programs. By entrusting teachers with meaningful responsibilities, principals affirm their role as valued contributors to the school's mission. For students, meaningful work might involve service learning projects, leadership roles in student organizations, or collaborative assignments that connect classroom learning to real-world applications. These experiences foster a sense of purpose, as students see the relevance of their education beyond the classroom.

### ### Creating a Supportive and Inclusive Learning Environment

A supportive learning environment is a hallmark of schools led by inspirational principals. Such an environment is characterized by open communication, respect for diversity, and a commitment to student well-being. When students feel safe, respected, and included, they

are more likely to engage fully in their education and take academic risks that foster learning and growth.

Inclusivity is also essential for teachers, who need a work environment that respects their unique perspectives and encourages open dialogue. Principals can foster inclusivity by involving teachers in decision-making processes, acknowledging their contributions, and providing professional development opportunities tailored to their needs. This inclusive approach not only improves job satisfaction but also enhances teacher retention, as educators are more likely to stay in an environment where they feel valued and supported.

#### ### The Impact of Inspirational Motivation on School Performance

The positive outcomes of inspirational motivation are evident in various aspects of school performance. Schools led by inspirational principals often report higher teacher morale, better student behavior, and improved academic outcomes. Teachers in such schools are generally more committed to professional development, more willing to collaborate, and more resilient in the face of challenges. This commitment to growth and improvement directly influences the quality of instruction, which, in turn, benefits student learning.

For students, the impact of inspirational leadership can be seen in their academic performance, engagement, and personal development. Research shows that students in supportive, motivating environments tend to have higher attendance rates, stronger academic achievements, and better social-emotional skills. Inspirational principals help students develop a growth mindset, where they view effort as a pathway to mastery and setbacks as opportunities for learning. This mindset is particularly beneficial in secondary education, where students face increasing academic and social pressures.

### ### Theoretical Foundations of Inspirational Motivation

Inspirational motivation is grounded in transformational leadership theory, which posits that leaders can inspire change by fostering a shared vision, encouraging innovation, and building strong relationships with followers. This theory is particularly relevant to education, where the role of the principal extends beyond administrative tasks to include shaping the school's culture and inspiring a commitment to learning. By employing the principles of transformational leadership, principals can create a school environment that prioritizes personal and academic growth.

Another relevant theoretical foundation is Maslow's hierarchy of needs, which emphasizes the importance of addressing individuals' higher-level needs for self-actualization and esteem. Inspirational leaders recognize that meeting basic needs (such as safety and

belonging) is essential for achieving high levels of motivation and performance. By creating a safe and supportive environment, principals enable both teachers and students to reach their full potential, fulfilling their need for achievement and recognition.

### ### Challenges and Considerations for Principals

While inspirational motivation has numerous benefits, it also presents challenges. Principals must balance the need to inspire with the practical demands of school administration, including budget constraints, policy compliance, and accountability measures. Additionally, sustaining motivation over time requires consistent effort and adaptability, as different individuals respond to various motivational strategies.

Moreover, the impact of inspirational motivation may vary based on individual differences among teachers and students. Some individuals may be more intrinsically motivated, while others may require more explicit guidance and support. Understanding these individual differences and tailoring motivational strategies accordingly is crucial for achieving the best outcomes.

### ### Conclusion

Inspirational motivation is a powerful tool for school principals seeking to enhance academic performance, foster positive behavior, and build a supportive school culture. By building and sharing a clear vision, demonstrating confidence in others, committing to high standards, promoting teamwork, and providing meaningful recognition, principals can create an environment where both teachers and students are motivated to excel. The impact of this leadership style is profound, influencing not only academic outcomes but also the social and emotional development of all members of the school community. As principals continue to navigate the challenges of educational leadership, adopting an inspirational approach can serve as a foundation for lasting success and a positive school culture.

Munir, Quraishi, and Shokat (2020) explored the impact of headteachers' managerial skills on students' academic performance at the secondary school level. Using a quantitative research design, the study employed purposive sampling to distribute questionnaires to a sample of 239 students and 206 teachers from government secondary schools in Multan District. Data analysis involved Z-tests, Pearson correlation, and multiple linear regression to examine the influence of headteachers' managerial skills on student performance. The findings indicated that headteachers appreciate students' achievements by writing newsletters when they excel in exams and hold general meetings with parents to discuss academic progress and provide guidance.

Taherreddini, Shaabani and Khorshidi (2013) interpreted the relationship between skills of principals with career motivation of teachers. The studied population included all female teachers of technical high schools at Tehran City during academic year 2012-13 that were totally 460 respondents. Out of this group, 210 participants were chosen based on Morgan's Table for sample size and through application of multi-stage randomized cluster sampling.

To gather information, and measurement of research variables, managerial skills standard questionnaire and Maslow's Motivation Standard Inventory in 1970 were adapted and also Pearson's correlation test and multivariate regression were utilized for data analysis. The results of data analysis show that there is a direct positive relationship among human, technical, and perceptual skills of educational principals and career motivation in teachers. Motivation is significant to arouse students' interest towards learning process in every teaching learning situation. At primary level motivation plays important role as compared to the other levels of learning due to the fact that young learners need to be motivated towards learning as they experience the new knowledge. Present study is designed to explore the impact of teachers' motivational techniques on students' academic achievements. Here motivational techniques used by the primary school teachers were measured in relation with the academic achievement of primary school students. In this research various objectives, hypotheses and research questions were formulated. The stratified random sampling technique was used to collect data from respondent teaching at Islamabad Model colleges (Schools). Sample size was based on 100 teachers; 50 teachers were taken from five boys' schools and 50 teachers were taken from five girls' schools.

Tahir, Samah, and Ali (2021) conducted a study to examine principals' perspectives on teacher leadership, the strategies they utilized to support it, and the challenges they encountered during implementation. This qualitative case study involved interviews with 10 purposefully selected principals from various types of public secondary schools in Malaysia, all managed and funded by the Ministry of Education. The findings revealed that principals had a thorough understanding of teacher leadership, able to articulate its characteristics and provide definitions. Five key themes emerged regarding the strategies

used to support teacher leadership: developing future leaders, implementing a mentoring program, involving more teachers as leaders, practicing an 'open door' policy, and creating opportunities for teachers to assist each other. This study contributes to the literature on teacher leadership in the Malaysian education context, an area that has previously received limited attention. It suggests that the concept of teacher leadership warrants further investigation to determine its applicability within Malaysia's educational system.

Suryarti, Muazza, and Masbirototni (2024) explored the principal's role in enhancing teamwork and teacher performance motivation at SMK Negeri 5 Merangin. Utilizing a field study approach that included observations and in-depth interviews with key informants, the study found that principals motivated teacher performance through various means, such as recognizing teachers' accomplishments, providing space for innovation, offering direction and coaching, granting authority, showing attention, and organizing incentives for high-performing teachers. The principal employed a consultative, participatory, and educative leadership style, concluding that such approaches can significantly enhance teacher motivation. The quality of education is influenced by various factors, notably teacher capability. To support teamwork, the principal effectively acted as a problem solver, facilitating coordination meetings every two weeks to monitor teacher performance and address challenges, even communicating with teachers or parents through chat applications. In boosting teacher motivation, rewards or gifts were given to encourage satisfactory performance, recognizing the time, energy, and effort invested. The leadership model employed included both transactional and participatory elements.

Gyansah, Ogola, and Guantai (2020) assessed the impact of school heads' inspirational motivation leadership practices on students' academic achievement in public high schools in Kumasi Metropolitan, Ghana. The study utilized a convergent parallel design, a subset of mixed methods, targeting a population of 17,370, which included 19 school heads, 2,122 teachers, and 15,229 students. Using Slovin's formula, the sample comprised 424 teachers and 552 students from the selected schools 19 schools, utilizing Kothari's proportional representation method. Random sampling was applied for student and teacher selection, with data collected via questionnaires and interviews. Content validity was assured by Educational Management experts, and Cronbach's Alpha confirmed instrument reliability. Descriptive and inferential statistics, including OLS regression, were utilized, controlling for various factors influencing academic achievement. Quantitative data were tabulated, while qualitative data were thematically analyzed and presented narratively and verbatim, with a 5% significance level. The study revealed that principals ensures that staff members enjoy working in groups/teams to enhance teaching and learning.

Musyoki, Kalai, Okoth, and Okumbe (2021) explored the impact of principals' inspirational motivation on student performance in the Kenya Certificate of Secondary Examination (KCSE) in Makueni County, Kenya. Grounded in Burns' (1978) transformational leadership theory, the study examined four key dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration, which are essential for academic success. The research included a sample of 111 principals, 729 teachers, and 12 officials from the Ministry of Education across 388 secondary schools. Data were collected through questionnaires and interview guides, which were validated

using the test-retest method and expert judgment, yielding a Cronbach's alpha reliability coefficient of 0.85 at  $\alpha = 0.05$ . The analysis employed descriptive statistics and Pearson's correlation coefficient, uncovering a significant negative correlation between inspirational motivation and student performance in the KCSE ( $r = -0.217$ ,  $p\text{-value} < 0.05$ ). The findings suggested that while principals' communication of their vision and encouragement may enhance performance, the correlation was unexpectedly negative. Consequently, the study recommended that the Kenya Education Management Institute (KEMI) conduct transformational leadership seminars focused on inspirational practices for principals.

Yambo and Getange (2022) investigated how principals' development of teaching staff affects students' academic performance in Kisumu County, Kenya. Utilizing a cross-sectional survey research design, the study targeted a population of 204 principals, 2,196 teachers, and 13,213 Form Three students. Sampling was conducted using the Krejcie and Morgan table, resulting in a sample of 152 principals, 333 teachers, and 378 students from 152 schools. Data were gathered through questionnaires, interviews, observations, and document analysis, and analyzed using simple linear regression, simple correlation, and stepwise regression with dummy variables, with a significance level set at 0.05. The results indicated that most teachers somewhat agreed that their principals actively encouraged their intellectual growth.

To further explore the role of inspirational motivation among school principals and its effects on school culture and outcomes, let's break down and elaborate on the key aspects,

including the theoretical background, practical applications, and its long-term influence on both staff and students.

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### ### Inspirational Motivation in Educational Leadership

Inspirational motivation is central to transformational leadership, a style rooted in fostering positive change by empowering and inspiring others. In the context of educational leadership, it involves the ability of school principals to articulate a clear, compelling vision for the school, to instill passion for that vision, and to encourage high levels of commitment among teachers and students alike. Unlike transactional leadership, which relies on rewards and punishments, transformational leadership with inspirational motivation at its core builds motivation from within, connecting school members to a higher purpose. Principals practicing this style aim not just to manage, but to inspire everyone in the school community to reach their full potential.

### ### Vision-Centered Leadership

At the heart of inspirational motivation lies a strong, shared vision. This vision encompasses a school's mission to support academic achievement, foster personal development, and prepare students for future success. Effective principals go beyond simply setting goals—they continuously communicate the vision, align all stakeholders with its objectives, and highlight its relevance to both personal and school-wide success. Research in educational psychology underscores that when principals engage teachers and students in this vision, it significantly improves both morale and engagement. Teachers who feel part of a larger mission are more likely to commit fully to their roles, innovate in their teaching methods, and collaborate with colleagues. Students, too, are inspired to see their education as meaningful and aligned with their life goals.

### ### Enhancing Self-Efficacy Through Confidence-Building

One of the key roles of principals in inspirational motivation is fostering self-efficacy among teachers and students. Self-efficacy, or the belief in one's capacity to accomplish tasks and meet challenges, is crucial for personal and professional growth. Principals who express confidence in their teachers' skills help to cultivate this belief, allowing educators to feel capable and valued in their roles. This confidence is demonstrated through supportive interactions, positive feedback, and recognizing accomplishments, whether in formal evaluations or informal praise. For teachers, increased self-efficacy translates into a greater willingness to engage in professional development, experiment with new teaching techniques, and support student-centered learning.

Students also benefit from seeing that their principal believes in their potential. When students perceive that school leadership has confidence in their abilities, they are more inclined to take on academic challenges, set higher goals, and persevere in their studies. This confidence fosters a growth mindset, where students understand that their abilities are not fixed and can be developed through hard work and resilience.

### ### Commitment to High Standards and Modeling Integrity

Inspirational school leaders commit to high standards for both academic performance and ethical conduct, modeling these values through their actions. This commitment reinforces a culture of excellence, where both staff and students understand the importance of diligence, accountability, and perseverance. Principals who hold high expectations for their teachers encourage them to aim for continual improvement in instructional practices and student engagement strategies. Similarly, when principals expect students to meet high standards, they are promoting the development of discipline and a strong work ethic. This is particularly valuable in secondary education, where students are preparing to face the rigor and independence of higher education or professional environments.

### ### Promoting Teamwork and a Collaborative Culture

Another pillar of inspirational motivation is the emphasis on teamwork. School principals foster collaboration among teachers, administrators, and support staff by creating opportunities for shared decision-making, co-planning, and professional learning communities. Teamwork within schools encourages the sharing of best practices, innovative ideas, and problem-solving strategies, which contribute to a more effective learning environment. For instance, principals may establish professional learning communities where teachers regularly come together to discuss instructional practices, analyze student data, and develop interventions for struggling students. This collaboration not only enhances teaching quality but also creates a sense of camaraderie and support among educators, which can reduce burnout and improve job satisfaction.

For students, observing a collaborative culture modeled by their teachers and principal can be equally impactful. When students see adults working together, they learn the value of teamwork, communication, and respect for others' ideas. This can translate into more positive student relationships and cooperative behavior within classrooms, ultimately contributing to a more harmonious school climate.

### Recognizing Effort and Achievement

Recognition is essential in maintaining motivation, especially in educational settings where results are not always immediate or tangible. Effective principals use various forms of recognition to reinforce positive behavior and achievement among both teachers and students. This may include public acknowledgment during staff meetings, personalized notes, or even awards for exceptional performance. For teachers, feeling recognized can significantly boost morale and drive continued effort. Teachers who feel that their hard work is acknowledged are more likely to remain committed to their professional responsibilities and to go beyond their required duties, benefiting the entire school community.

### **2.1.3 Effect of Principals' Communication skills on Students' Academic Performance**

Effective communication skills play a crucial role in fostering moral imaginations, which are essential for shaping ethical behavior among learners. For principals, who serve as instructional leaders, the ability to communicate effectively is fundamental to their leadership role. Strong communication skills promote better understanding and alignment with the principles and values that leaders seek to instill in their students and staff.

In educational settings, communication functions as the lifeblood of administration; it is indispensable for carrying out various functions such as planning, organizing, controlling, and coordinating. Ethical instructional leadership emphasizes that the success of teaching and learning processes, as well as student discipline, hinges on effective communication. Recent research highlights the significance of communication within organizations and identifies prevalent techniques utilized by school managers. However, studies focusing

specifically on financial management in schools are limited, with existing literature indicating that poor financial management can lead to conflicts between school leaders and their communities (Brinia, Selimi, & Dimos, 2022).

Afrasiabpour (2019) conducted a study examining the relationship between principals' communication skills—encompassing verbal, listening, and feedback skills—and the social development of primary school students in Khorramabad during the 2014-15 academic year. The findings underscored the pivotal role of principals' communication skills in fostering student success in school. Given the increasing complexity of social relationships in modern society, addressing the social characteristics of students has become more pressing. Successful social interaction requires compatibility with others, consensus, and the ability to meet social expectations. The study concluded that principals' communication skills have a positive and significant impact on students' social development.

Pramahsari and Triatna (2020) conducted a study on the Impact of Principal's Communication on Teacher Performance. The essence of leadership is communication, as the results of existing research contribute to the performance of individuals in the organization. The purpose of this study is to test how significantly the influence of principal communication affects the performance of primary school teachers. Researchers used a quantitative approach to test the veracity of the proposed hypothesis. The data was taken through the distribution of questionnaires to 45 teachers in Purwakarta Regency. The data is then analyzed using regression techniques to obtain a large statistical influence. The

findings showed that the principal's communication had a significant impact on teacher performance.

Shah, Syeda, and Naseer (2020) investigated the relationship between university students' communication skills and their academic achievement. The study assessed differences across various demographic groups, including gender, locality, semester, and program of study. To gather data, the researchers adapted instruments from previous studies, specifically utilizing a questionnaire from the College of Physiotherapists of Ontario and a verbal communication questionnaire by Pierrete Desrosiers. They surveyed a convenient sample of 160 students from the University of Sargodha, finding no statistically significant effect of communication skills on academic achievement across different semesters and programs. The study's unique conclusion challenges prior research and calls for further investigation into this phenomenon to clarify its implications in the academic literature.

Akinwale and Okotoni (2018) conducted a survey to assess the communication styles of principals and their administrative impact on secondary schools in Osun State, Nigeria. The study targeted a population of 6,922 secondary school teachers and 466 principals, ultimately sampling 720 teachers and 36 principals from nine Local Government Areas. The researchers used two questionnaires to gather data on communication styles from both principals and teachers. The findings revealed that principals predominantly employed inclusive, open, and assertive communication styles, with aggressive communication styles being less common. The study concluded that principals' communication styles

significantly influence the effective running of schools and recommended encouraging principals to adopt styles that facilitate smooth administration.

Owan, Asuquo, and Asuquo (2021) assessed the structural relationship between principals' communication patterns, funds management, and school-community relationships. They noted a gap in understanding how these factors interconnect. Employing a structural modeling approach, the study used quantitative data from a random sample of 2,108 respondents, with a validated questionnaire as the data collection tool. The analysis included Exploratory and Confirmatory Factor Analyses, as well as Multiple Regression Analysis. The findings highlighted various communication and funds management practices relevant to fostering school-community relationships. However, it was noted that the extent of principals' adoption of these practices fell below expected standards, and there were no significant effects of communication or funds management on school-community relationships. The authors discussed the theoretical, policy, and practical implications of their findings.

Perveen and Nawaz (2021) investigated the effects of head teachers' communication skills on school climate in public secondary schools. The study aimed to evaluate how communication skills impact teacher and student performance while fostering a healthy school environment. Data were collected from 432 head teachers across Punjab, with a focus on the dimensions of school climate, including safety, academic, and community climates. The results indicated that communication skills are strong predictors of school climate, demonstrating a solid relationship between the two. The study found no significant

differences in communication skills based on gender or location (urban vs. rural). The findings emphasize the importance of effective communication for maintaining a favorable school climate.

Oladimeji, Oseni, and Babatunde (2023) examined the communication skills of secondary school principals for administrative effectiveness in the Ilorin-West Local Government Area (LGA). Utilizing a descriptive survey design, the study included 40 principals, with data collected through the Communication Skills Questionnaire (CSQ), validated by education management experts. The reliability of the instrument was confirmed with a Cronbach Alpha coefficient of 0.81. Data analysis revealed that inadequate communication skills resulted in low educational standards, difficulties in policy implementation, misunderstandings, and lack of harmony in school objectives. The researchers recommended that principals employ clear and concise language, engage in regular face-to-face communication, and practice attentive listening.

Gisore, Pacho, and Nyatuka (2021) explored the influence of principals' communication skills on student discipline in public day secondary schools in West Pokot Sub County, Kenya. Grounded in deontological and teleological ethical theories, the study targeted a population of 3,450 respondents, including 497 teachers and 2,953 students. The researchers used simple random and purposive sampling techniques to select 593 participants, employing questionnaires, interviews, and document analysis for data collection. The descriptive survey research design utilized SPSS version 26 for analysis. Findings indicated low levels of encouraging an open-door policy (mean = 2.32) and engaging students in discipline-related discussions (mean = 2.73). Correlation analysis revealed a significant relationship between principals' communication skills and student

discipline, with the overall communication skills of principals considered below average. The study recommended regular in-service training for school principals to enhance their communication skills, recognizing communication as a vital factor in shaping student behavior and discipline.

Waswa (2017) investigated the influence of principals' communication skills on students' academic performance using a mixed methods approach and a descriptive survey design. The study involved a sample of 782 respondents, including 44 principals, 369 class teachers, and 369 class prefects, selected through purposive and simple random sampling techniques. Data collection utilized a Likert scale questionnaire and an interview schedule. Quantitative data were analyzed using descriptive statistics, such as frequencies, percentages, means, and standard deviation, while qualitative data were analyzed by describing the emerging content related to the study objectives. The findings indicated that communication skills significantly influence teaching and learning processes. The study concluded that enhancing school communication leads to improved academic performance. Based on these results, the researcher recommended the complete integration of Information and Communication Technology (ICT) into school communication and instruction to further support academic achievement.

#### **2.1.4 Influence of Principals' human relational skills on Students' Academic Performance**

Yasir, Mohammed, and Mustafa (2020) explored the concept of human relations from the perspective of school principals. The study focused on understanding how these relationships are established within and outside the school context. Two primary questions

guided the research: **\*\*On what bases are human relations established by school principals both inside and outside the school? Which meaning patterns are apparent in these relations?\***

The research highlighted that strong human relations are crucial for the success of any organization, including schools. It emphasized that interpersonal relationships are dynamic, evolving over time as individuals get to know each other better or, conversely, as they drift apart. The study underscored the importance of fostering an environment that encourages collaboration and sharing of ideas, as strong interpersonal relationships can positively influence classroom performance and learning outcomes.

The findings suggest that school principals need to possess effective human relations and leadership skills to promote a culture of collaboration and creative problem-solving among staff, ultimately enhancing teaching and learning experiences. This aligns with the notion that interpersonal relationships in educational settings are not only about personal connections but also play a significant role in the broader psychological and organizational dynamics of school administration. Conducted in phenomenological design, the sample consisted of 51 school principals, who were working in the selected from 19 provinces, including at least one province from each of the 26 sub-regions of 2nd level classification, which was determined by the Turkish Statistical Institute (TUIK). Data indicated two bases on which human relations actualized: sympathetic and political bases. On sympathetic basis, patterns of meaning such as constructing belonging, building trust, building motivation, accessibility, consultation and restorative approach emerged; however, on political basis, patterns of meaning as acceptance, providing role balance, exceeding the form, authority representation and elimination of financial needs became visible. Khan,

Siraji, Zaman, Khattak and Anwar (2022) The studies you referenced provide a rich examination of the dynamics between school principals' interpersonal skills, communication, and their effects on teacher job satisfaction, student academic performance, and overall school climate. Here's a summary of the key findings and contributions from each study:

1. **The Relationship Between Principals' Human Skills and Teacher Job Satisfaction**:

- This study identified that principals' human skills significantly influence teachers' job satisfaction, with school climate acting as a partial mediator in this relationship. The findings suggest that enhancing human skills among principals can lead to a more positive school environment and increased job satisfaction among teachers.

2. **Political Behaviors of School Principals and Social Loafing**:

- The research revealed that teachers viewed political behaviors like legitimization and pressure as significant factors influencing perceptions of social loafing among coworkers. Teachers agreed with idealized and praise behaviors but were neutral towards pressure behaviors. The study advocates for principals to emphasize positive legitimization behaviors to minimize social loafing in educational settings.

3. **Teacher Relationship Skills and Student Learning**:

- This study introduced a framework for measuring "teacher relationship skills," emphasizing their stability over time and their critical role in enhancing student learning outcomes. The research demonstrated substantial variation in these skills among teachers,

suggesting that fostering strong teacher-student relationships is essential for educational success.

#### 4. **\*\*Interpersonal Skills of School Principals and School Climate\*\***:

- This conceptual paper posited that the interpersonal skills of principals (like communication, trustworthiness, empathy, and problem-solving) are crucial for fostering a positive school climate. Integrating Bronfenbrenner's ecological systems theory provided a holistic view of how different systems within and outside the school can be influenced to optimize school climate.

#### 5. **\*\*Principals' Relationships with Teachers and Student Academic Success\*\***:

- This study found that positive interpersonal relationships between principals and teachers have a weak but significant impact on student academic performance. While the years of experience of teachers did not significantly influence student performance, the study emphasizes the importance of principals recognizing their role in establishing effective interpersonal dynamics within schools.

#### ### Summary Insights:

- **\*\*Principals' Interpersonal Skills\*\***: Effective communication, empathy, and relationship-building are essential for creating a positive school climate, enhancing teacher satisfaction, and ultimately improving student performance.

- **School Climate**: A positive school climate acts as a mediator in various educational outcomes, indicating that principals should prioritize developing interpersonal skills to foster a supportive environment.
- **Political Behavior Awareness**: Understanding the impact of political behaviors used by school principals can help in addressing challenges like social loafing among teachers.
- **Variability in Teacher Skills**: The differences in teacher relationship skills underscore the need for professional development focused on fostering better relationships in the classroom.

These studies collectively reinforce the idea that the effectiveness of school leadership is closely tied to interpersonal skills and the quality of relationships within the educational environment, impacting both teacher satisfaction and student achievement.

The studies you've highlighted provide insights into the relationship between principals' human relations strategies and their impact on teachers' job performance and administrative effectiveness. Here's a summary of each study's focus, findings, and implications:

#### ### 1. Awodiji et al. (2019): Human Relation Strategies and Teachers' Job Performance

- **Study Design**: This study employed a descriptive correlational design, sampling 180 respondents from 15 secondary schools in Patigi Local Government Area, Kwara State, Nigeria.

- **Methodology**: Two validated questionnaires were used (PHRSAQ for principals' human relations strategies and TJPQ for teachers' job performance). The reliability coefficients were .87 and .68, respectively.

- **Findings**: The study found a positive but non-significant relationship between principals' human relations strategies and teachers' job performance ( $r = .12$ ,  $p = .240$ ). This suggests that while there may be a connection, it is not statistically significant at the .05 level.

- **Recommendations**: The authors recommend organizing training and capacity-building programs focused on human relations strategies for principals to enhance teachers' job performance in the sampled area.

### ### 2. Adelotan (2021): Interpersonal Relations Skills and Administrative Effectiveness

- **Study Design**: This study focused on the relationship between principals' interpersonal relations skills and administrative effectiveness within Educational District V of Lagos State, Nigeria.

- **Methodology**: A self-structured instrument titled "Principals' Interpersonal Relation Skills and Administrative Effectiveness in Public Senior Secondary Schools" was validated and used to collect data from 979 respondents out of 1000 distributed questionnaires. Data analysis was conducted using Pearson Product Moment correlation.

- **Findings**: The results indicated a significant relationship between principals' human relations skills and administrative effectiveness ( $r = 0.452$ ,  $p < 0.05$ ). This finding implies that effective interpersonal skills are crucial for administrative success in schools.

- **Recommendations**: The study advocates for the training of principals to improve their interpersonal skills through workshops, seminars, and practical supervisory strategies, including classroom observations and post-observation analyses.

### ### Summary Insights:

- **Human Relations and Job Performance**: The first study suggests that while there may be a positive association between principals' human relations strategies and teachers' job performance, it does not reach statistical significance. This indicates the complexity of these relationships and the need for further exploration to understand the underlying factors.

- **Interpersonal Skills and Administrative Effectiveness**: The second study highlights the importance of principals' interpersonal skills as a significant contributor to administrative effectiveness, suggesting that improving these skills could lead to better management and functioning of secondary schools.

- **Training and Development**: Both studies emphasize the importance of ongoing professional development for school leaders. Training programs that enhance human relations strategies and interpersonal skills are crucial for improving both teacher performance and administrative outcomes in schools.

These studies collectively underscore the necessity of fostering effective human relations in educational leadership, which is essential for creating a conducive learning environment and enhancing overall school performance.

## **2.2 Review of the related theory**

The researcher examined a global perspective on the administrative skills of principals in secondary schools and how these skills enhance student academic performance. These administrative skills are crucial as they involve the capacity to motivate students toward improved academic outcomes. The investigation briefly explored motivational theories, including McGregor's Theory X and Y and Herzberg's Two-Factor Theory. These theories were selected for their relevance to the study, as both address motivation, which is a primary skill employed by school principals to influence teachers in achieving their primary objective: student performance.

### **2.2.1 Fredrick Herzberg: Motivation Hygiene Theory/Two Factor Theory**

To gain insights into employee attitudes and motivation, Frederick Herzberg conducted research aimed at identifying which aspects of the work environment influenced satisfaction or dissatisfaction. His findings were published in the 1959 book, \*The Motivation to Work\*. The research involved interviews where employees shared what they found enjoyable and frustrating about their jobs. Herzberg discovered that the elements leading to job satisfaction (and, by extension, motivation) were distinct from those that led to job dissatisfaction. He categorized the satisfying elements as motivators and the dissatisfying ones as hygiene factors. He used the term "hygiene" to refer to maintenance factors that are essential for preventing dissatisfaction, but do not, on their own, lead to satisfaction.

## **2.3 Theoretical framework**

The researcher utilized Max Weber's Symbolic Interactionism Theory (1864-1920) to explore how individuals relate to one another. This theoretical framework posits that the

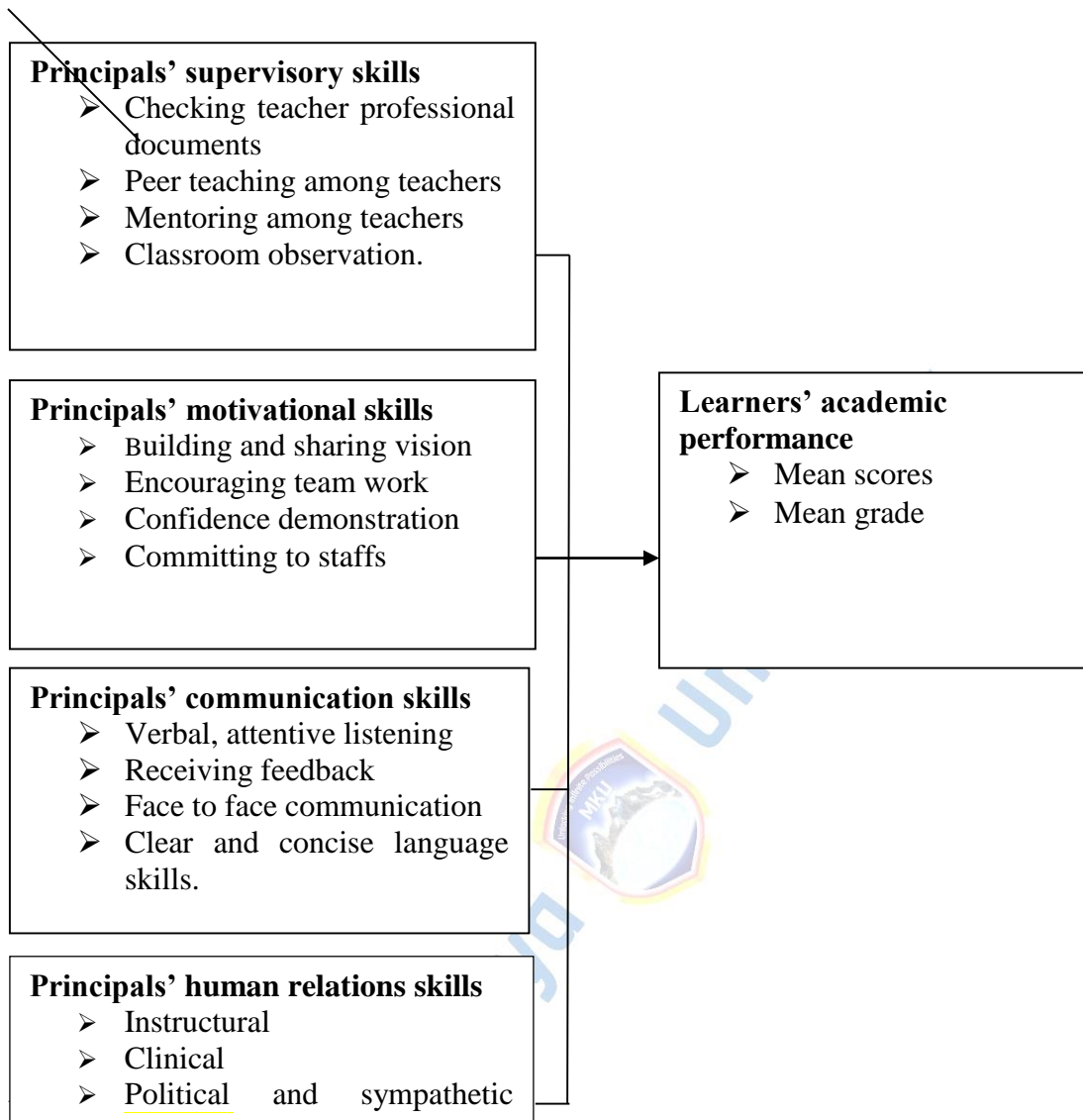
social world consists of symbols that individuals use as a means of interaction. According to this theory, humans do not act in isolation; instead, they engage in interactions that shape their responses to one another (Kombo and Tromp, 2011). This approach is one of many within the social sciences that emphasize that human interaction is the primary source of data. Additionally, there is a consensus among symbolic interactionists that the perspectives and empathetic abilities developed by participants are central to this theory. Symbolic interaction is considered a dynamic theory, as it suggests that objects carry intrinsic meanings, and individuals shape their actions based on their evaluations of these meanings. This theory is relevant to student academic performance because school administrators do not operate in isolation; they must interact with teachers through supervision, motivation, delegation, teamwork, and evaluations to enhance student outcomes. Furthermore, principals need to engage with students to inspire them to work diligently and achieve better examination results.

#### **2.4 Conceptual Framework**

A conceptual framework is a graphical depiction of the conceptualization of the correlation amongst study variables.

**Independent variables**

**Dependent variable**



Source: Researcher (2024)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **3.1 Introduction**

This section covers research methodology, consisting of research design, study location, target population, sample size and sampling procedures, data collecting tools, research tool validity and reliability, data gathering protocols, data analysis approach, and ethical issues.

#### **3.2 Research Design**

The investigation employed a cross-sectional survey research design. In this design, the researcher measures both the outcomes and exposures in study participants simultaneously (Orodho, 2009). Unlike other observational studies, cross-sectional studies do not track individuals over time. They tend to be cost-effective and straightforward to implement, making them valuable for establishing preliminary evidence that can inform future, more extensive studies (Orodho and Kombo, 2012). This approach generated and described findings that provided a comprehensive understanding and clarification of the impact of the administrative skills utilized by principals on students' academic performance in public secondary schools within Bungoma East Sub County, Bungoma County.

#### **3.3 Location of the Study**

The research was carried out in the Bungoma East subcounty of Bungoma County, which has recently been divided into two distinct subcounties: Bungoma East and Webuye West. Data was gathered from secondary schools within Bungoma East subcounty. Geographically, Bungoma County is bordered by Busia County to one side, Trans Nzoia County on another, Kakamega County on another end, and extends to Uganda on the far end. The local population predominantly engages in small-scale maize farming, with

sugarcane being the primary cash crop. Additionally, many residents operate small-scale businesses (Kenya Housing and Census, 2019).

### 3.4 Target Population

According to Orodho (2009), the target population, often referred to as the universe, comprises all individuals within a specific group—real or imagined—that the researcher intends to study and apply the findings to. In this survey, the target respondents included 59 principals and 1,139 Heads of Departments (HoDs) at public secondary schools in Bungoma East subcounty. Principals and HoDs were selected to participate in the study due to their direct interactions with students and their roles in overseeing the implementation of school programs within their institutions..

**Table 1: Target Population**

Category	Target Population
Principals	59
Head of Departments (HoDs)	1139
<b>Total</b>	<b>1198</b>

**Source: Ministry of Education, Bungoma East Sub County Office (2024)**

### 3.5 Sample Size and Sampling Procedures

Sampling typically involves analyzing a portion of a population to gather insights applicable to the entire group (Kothari, 2010). To determine the sample size for this study, Krejcie and Morgan's (1970) table, found in Appendix IV, was utilized. Based on a population goal of 1,198, the table indicated a required sample size of 291. Consequently, the study included 15 principals and 276 Heads of Departments (HoDs), totaling 291

respondents. Simple random sampling was employed during the research, which is the method used to select subjects for an investigation (Kothari, 2010).

**Table 2 Sample size**

<b>Category</b>	<b>Target Population</b>	<b>Sample size</b>
Principals	59	15
Head of Departments (HoDs)	1139	276
<b>Total</b>	<b>1198</b>	<b>291</b>

**Source: Researcher (2024)**

### **3.6 Data collection Instruments**

Interviews for the Principals, while questionnaires for Head of Departments was utilized for gathering the data.

#### **3.5.1 Questionnaires**

As part of the research closed-ended questionnaires were distributed to HoDs. The surveys were used because among other things, they enable respondents to fill out them at their convenience as well as give a high level of secrecy. Closed-ended questions was employed to focus on saving both time and money in addition to facilitate a comparable investigation, given that they were immediately usable; whilst the open-ended questions were utilized since they stimulate the respondent to respond with an in-depth and communication more effective without having to feel constrained in revealing any details.

### **3.6.2 Interview Schedule**

Interview schedules consist of a sequence of questions that an interviewer uses to elicit responses from participants. According to the researcher, interview schedules facilitate data collection essential for addressing the specific objectives of the study while standardizing the interview process, ensuring that similar topics are covered in a consistent manner (Orodho, 2009). Although conducting interviews can be challenging, they provide the researcher with an opportunity to gather extensive information, as respondents often seek clarification on questions posed and may contribute additional insights that the researcher might overlook.

### **3.7 Validity and Reliability of Research Instruments**

The principles of validity and dependability were, utilized to judge the quality of research.

#### **3.7.1 Validity of Research Instrument**

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under investigation (Orodho, 2008). Experts in the field determined the content and face validity. Secondary Education specialists in the field reviewed the questionnaires and interview schedules. Items that were deemed unsuitable to be repositioned and some deleted. Other expert advice, such as language use and sentence design, were added to improve validity. Moreover, during piloting, the researcher assessed the replies to see whether the items provided necessary information. Items that were considered insufficient because of inappropriate usage language or typographical errors were edited with the assistance of an editor.

### **3.7.2 Reliability of Research Instruments**

Reliability refers to the degree to which a research instrument produces consistent results or data across repeated trials (Mugenda & Mugenda, 2003). To assess reliability, the internal consistency technique was employed. Specifically, Cronbach's Coefficient Alpha was calculated to evaluate the correlation among the items within the instrument. A coefficient greater than 0.7 is considered indicative of a reliable instrument. The research tool was pilot-tested with a sample of 26 Heads of Departments (HoDs), allowing the researcher to determine whether respondents understood the questions and instructions, and whether the meaning of the questions was consistent for all participants. The Spearman's rank correlation coefficient yielded a value of 0.78, demonstrating satisfactory reliability.

### **3.8 Data Collection Procedures**

To facilitate data collection, the researcher sought a research permit from the National Commission of Science, Technology, and Innovation (NACOSTI). A letter of introduction was also obtained from the County Commissioner of Bungoma County and the County Director of Education. With these documents in hand, the researcher visited various schools to collect data. Questionnaires were distributed to the respondents, including principals and Heads of Departments (HoDs), and were collected within a single day to ensure that participants had sufficient time to complete them. To maintain privacy, the completed questionnaires were securely stored under lock and key after the collection period. Each respondent's information was meticulously gathered and documented for subsequent analysis and interpretation. Additionally, appointments were arranged with county school board members to obtain in-depth information relevant to the study.

### **3.9 Data Analysis Methods**

To prepare and organize the data for analysis, the researcher utilized the Statistical Package for Social Sciences (SPSS) version 28. Descriptive analysis involved calculating various measures of central tendency, including means, frequencies, and standard deviations. Inferential statistical analysis was conducted to test the relationships between variables. The quantitative data collected from the surveys were coded using symbols, and subsequently, the information was tabulated. A chi-square test was employed to assess the significant associations between the variables. In contrast, the qualitative data obtained from the interviews were analyzed thematically, allowing for a deeper understanding of the participants' perspectives.

### **3.10 Ethical Consideration**

The following ethical considerations were upheld during the course of this research: Participants were informed about the study prior to their involvement and assured that their participation was entirely voluntary. They were also made aware that they could withdraw from the study at any time if they so desired. The purpose of the research was clearly communicated, emphasizing that the findings would assist principals in adopting administrative skills that positively influence learners' academic performance. Participants were guaranteed confidentiality regarding the information provided. To enhance this confidentiality, respondents were not required to write their names, and data were managed and analyzed collectively to ensure that individual responses remained anonymous.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION, AND INTERPRETATION**

#### **4.0 Introduction**

This chapter presents the data analysis, presentation, interpretation, and discussion of the findings. The study examined the influence of administrative skills adopted by the principals on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county. The chapter is divided into numerous sections namely, response rate, the demographic information of the respondents and the study objectives specifically to: Determine the influence of principals' supervisory skills on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county; establish the influence of principals' motivation skills on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county; assess the influence of principals' communication skills on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county; and examine the influence of principals' human relations skills on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county. The chapter begins with the response rate and then demographic information of the respondents.

#### **4.1 Response Rate**

A total of 276 questionnaires were distributed to respondents, with 248 completed questionnaires returned, resulting in a response rate of 89.9%. According to Mugenda and Mugenda (1999), a response rate of 70% or above is deemed sufficient, thus making the

89.9% response rate satisfactory for data analysis. Table 3 provides a summary of the response rate.

**Table 3: Response rate**

Category	Frequency	Percentage
Administered	248	100.0
Returned	276	89.9

Source (Researcher, 2024)

#### 4.2 Demographic Characteristics of the respondents

The demographic information collected included gender, years of work experience, and education level. These variables were considered important in understanding the relationship between administrative skills adopted by the principals on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county.

##### 4.2.1 Gender of the respondents

The participants were requested to specify their gender, and the outcomes are outlined in Table 4.

**Table 4: Gender of the respondents**

Category	Frequency	Percent
Male	164	66.1
Female	84	33.9
<b>Total</b>	<b>248</b>	<b>100.0</b>

Source (Researcher, 2024)

As depicted in Table 4, the majority of respondents, 164 (66.1%), were male, while the minority, 84 (33.9%), were female. This suggests that the gender ratio adheres to the 2/3 rule stipulated in the Kenya Constitution during recruitment by the Teachers Service Commission.

#### 4.2.2 Respondents' highest level of education

The respondents were asked to indicate their highest level of education. The results are presented in Table 5.

**Table 5: Respondents' level of education**

Category	Frequency	Percent
Diploma	42	16.9
Undergraduate Degree	174	70.2
Post Graduate Degree	32	12.9
<b>Total</b>	<b>248</b>	<b>100.0</b>

**Source (Researcher, 2024)**

As illustrated in Table 5, most of the respondents, comprising 174 (70.2%), held an undergraduate degree, followed by 42 (16.9%) with a diploma, and 32 (12.9%) possessing a postgraduate degree. This suggests that the participants hold the required educational credentials for secondary teaching and demonstrate a solid grasp of the administrative skills adopted by the principal, as well as the academic performance of the students.

#### 4.2.3 Respondents' years of work experience

The participants were requested to specify their years of professional experience, with the outcomes detailed in Table 6.

**Table 6: Respondents years of experience**

Category	Frequency	Percent
<10 years	48	19.4
10-19 years	76	30.6
More than 19 years	124	50.0
<b>Total</b>	<b>248</b>	<b>100.0</b>

**Source (Researcher, 2024)**

As indicated in Table 6, the majority, 124 (50.0%) of the respondents, had teaching experience of more than 19 years, 76 (30.6%) between 10 to 19 years, and 48 (19.4%) less than 10 years. This indicates that the respondents have considerable experience in teaching, indicating their familiarity with administrative skills adopted by the principal, as well as the academic performance of the students.

#### **4.3 Influence of principal' supervisory skills on learner's academic performance in public secondary schools**

The study utilized both descriptive and inferential statistical analyses to assess the impact of principals' supervisory skills on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma County. Descriptive statistics, such as frequency, percentage, and mean distribution, were applied to evaluate the level of agreement using a five-point Likert scale for the variable. The findings regarding principals' supervisory skills were compiled and summarized in Table 7.

**Table 7: Descriptive statistics for principal' supervisory skills and learner's academic performance in public secondary schools**

<b>Statements</b>		<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>MEA</b>
							<b>N</b>
Checking of teachers' professional documents by the principal enhances learners' academic performance	F	14	30	16	97	91	<b>3.70</b>
	%	<b>5.6</b>	<b>12.1</b>	<b>6.5</b>	<b>39.1</b>	<b>36.7</b>	
Principals' peer teaching skills among teachers increases learners' academic performance	F	30	16	12	82	108	<b>3.69</b>
	%	<b>12.1</b>	<b>6.5</b>	<b>4.8</b>	<b>33.1</b>	<b>43.5</b>	
Principals' mentoring skills among teachers advances learners' academic performance	F	9	7	39	81	112	<b>3.68</b>
	%	<b>3.6</b>	<b>2.8</b>	<b>15.7</b>	<b>32.7</b>	<b>45.2</b>	
Principals' classroom observation skills help in improving learners' academic performance	F	18	20	8	76	126	<b>3.99</b>
	%	<b>7.3</b>	<b>8.1</b>	<b>3.2</b>	<b>30.6</b>	<b>50.8</b>	

**Source (Researcher, 2024)**

Table 7 indicates that 97 (39.1%) of the respondents agreed that checking of teachers' professional documents by the principal enhanced learners' academic performance, while 91 (36.7%) strongly agreed, 30 (12.1%) disagreed, 16 (6.5%) were undecided, and 14

(5.6%) strongly disagreed. The study findings suggested that the respondents had a tendency towards agreement (Mean=3.70) that checking of teachers' professional documents by the principal enhanced learners' academic performance. This was supported by an interviewee who had the following to say;

... Ensuring the competence and qualifications of our educators is paramount, and we have implemented a rigorous process for verifying teachers' professional documents. This meticulous approach not only validates the credentials of our staff but also plays a vital role in enhancing academic outcomes among our students...*Male Participant, 48 years, Principal.*

This implies that when principals check teachers' professional documents learners' academic performance tend to be enhanced. This supports the findings of Kituku, Piliyesi and Anyona (2020) that most teachers (97%) and students (71.6%) were in agreement that principals check professional documents which have a direct influence on students' academic achievement in secondary schools.

Likewise, 108 (43.5%) of the respondents strongly agreed that principals' peer teaching skills among teachers increased learners' academic performance, while 82 (33.1%) agreed, 30 (12.1%) strongly disagreed, 16 (6.5%) disagreed, and 12 (4.8%) remained undecided. The findings indicated the respondents tended to agree (Mean=3.69) that principals' peer teaching skills among teachers increased learners' academic performance. This was supported by an interviewee who had the following to say;

... Certainly, the cultivation of peer teaching skills has proven to be a significant contributor to enhancing students' academic performance. By fostering an environment where educators collaborate and share their knowledge and expertise, we create a more dynamic learning experience for our students, leading to improved outcomes in their academic pursuits...*Male Participant, 49 years, Principal.*

This highlights principals' peer teaching skills among teachers tend to increase learners' academic performance. This supports the finding of Mutiso, Kirimi and Itegi (2020) that principals did not enhance mentoring, classroom observation and peer teaching among teachers thus hindered learners' performance.

Moreover, 112 (45.2%) of the respondents strongly agreed that principals' mentoring skills among teachers advanced learners' academic performance, while 81 (32.7%) agreed, 39 (15.7%) were undecided, 9 (3.6%) strongly disagreed, and 7 (2.8%) disagreed. The study findings revealed that the respondents tended to agree (Mean=3.68) that principals' mentoring skills among teachers advanced learners' academic performance. This was supported by an interviewee who had the following to say;

... Undoubtedly, mentoring skills of principals play a crucial role in advancing the academic performance of learners. I provide guidance, support, and personalized attention to teachers, and this has empowered them to excel in their roles, which directly translates to improved learning experiences and outcomes for students ...*Female Participant, 46 years, Principal.*

This implies that principals' mentoring skills among teachers tend to advance learners' academic performance. This is in line with the findings of Mutiso, Kirimi and Itegi (2020) that principals did not enhance mentoring, classroom observation and peer teaching among teachers, thus low learners' performance.

Lastly, 126 (50.8%) of the respondents strongly agreed that principals' classroom observation skills helped in improving learners' academic performance, while 76 (30.6%) agreed, 20 (8.1%) disagreed, 18 (7.3%) strongly disagreed, and 8 (3.2%) were undecided. The study findings suggested a strong tendency towards agreement (Mean=3.99) among respondents regarding how principals' classroom observation skills helped in improving

learners' academic performance. This was supported by an interviewee who had the following to say;

...The principal's adeptness in classroom observation plays a crucial role in boosting learners' academic performance. Consistent monitoring of teaching practices enables the identification of areas for improvement, facilitates the provision of constructive feedback to teachers, and allows for the implementation of targeted interventions, ultimately creating an enriching learning environment conducive to student success...*Female Participant, 56 years, Principal.*

This implies that principals' classroom observation skills tend to help in improving learners' academic performance. This concurs with the findings of Livingstone and Andala (2023) that reviewing students' notebooks, conducting classroom visits by school administrators, assessing teachers' lesson plans, and inspecting teachers' record-keeping, correlates significantly with teachers' performance and students' academic achievement in Secondary Schools. These descriptive statistics of objective one was followed by a Chi-square test of association. The Chi-square test at  $p \leq 0.05$  significance level illustrating statistically significant association between principals' supervisory skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county is as summarized in Table 8. To achieve this, the hypothesis below was tested.

**H<sub>01</sub>:** There is no significant association between principals' supervisory skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county.

**Table 8: Chi-square test of association between principals' supervisory skills and learners' academic performance in public secondary schools**

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	781.235 <sup>a</sup>	160	.000
Likelihood Ratio	382.114	160	.000
Linear-by-Linear Association	139.051	1	.000
N of Valid Cases	248		

a. 173 cells (92.5%) have expected count less than 5. The minimum expected count is .01.

#### Source (Researcher, 2024)

Table 8 shows that the p value ( $p=0.000$ ) for principals' supervisory skills was less than 0.05. Therefore, the hypothesis, "there is no significant association between principals' supervisory skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county" was rejected. This implies that there is statistically significant association between principals' supervisory skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county.

#### 4.4 Influence of principal' motivation skills on learner's academic performance in public secondary schools

The study employed both descriptive and inferential statistical analysis to establish the influence of principals' motivation skills on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county. Descriptive statistics, including frequency, percentage, and mean distribution, were used to establish the level of

agreement on a five-point Likert scale for the variable, with principals' motivation skills established and summarized in Table 9.

**Table 9: Descriptive statistics for principal' motivation skills and learner's academic performance in public secondary schools**

<b>Statements</b>		<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>MEAN</b>
Principals' skills on building and sharing vision with supportive staffs enhances academic performance of learners	F	35	17	9	75	112	<b>3.67</b>
	%	<b>14.1</b>	<b>6.9</b>	<b>3.6</b>	<b>30.2</b>	<b>45.2</b>	
Principals' skills of a sense of confidence demonstration to followers improves academic performance of learners	F	18	29	23	101	77	<b>3.48</b>
	%	<b>7.3</b>	<b>11.7</b>	<b>9.3</b>	<b>40.7</b>	<b>31.0</b>	
Principals' skills of committing to high standards at the workplace increases learners' academic performance	F	22	18	14	68	126	<b>3.84</b>
	%	<b>8.9</b>	<b>7.3</b>	<b>5.6</b>	<b>27.4</b>	<b>50.8</b>	
Principals' skills of encouraging team work increase academic performance of learners	F	11	21	23	89	104	<b>3.76</b>
	%	<b>4.4</b>	<b>8.5</b>	<b>9.3</b>	<b>35.9</b>	<b>41.9</b>	

Table 9 shows that 112 (45.2%) of the respondents strongly agreed that principals' skills on building and sharing vision with supportive staffs enhanced academic performance of

learners, while 75 (30.2%) agreed, 35 (14.1%) strongly disagreed, 17 (6.9%) disagreed, and 9 (3.6%) were undecided. The study findings suggested that the respondents had a tendency towards agreement (Mean=3.70) that principals' skills on building and sharing vision with supportive staffs enhanced academic performance of learners. This was supported by an interviewee who had the following to say;

... My skills in building and sharing a vision with supportive staff significantly enhance learners' academic performance. By fostering a collaborative environment and aligning everyone towards common goals, we create a unified effort that drives student success and academic excellence...*Male Participant, 58 years, Principal.*

This implies that principals' skills on building and sharing vision with supportive staffs tend to enhance academic performance of learners. This supports the findings of Musyoki, Kalai, Okoth and Okumbe (2021) that principals' articulation of the vision and the spirit of encouragement increased performance.

On whether the principals' skills of a sense of confidence demonstration to followers improved academic performance of learners, 101 (40.7%) of the respondents agreed, while 77 (31.0%) strongly agreed, 29 (11.7%) disagreed, 23 (9.3%) were undecided, and 18 (7.3%) strongly disagreed. The findings indicated the respondents somehow agreed (Mean=3.48) that principals' skills of a sense of confidence demonstration to followers improved academic performance of learners. This was supported by an interviewee who had the following to say;

... I can confirm that demonstrating a sense of confidence to my staff is crucial for improving learners' academic performance. When I project confidence in our goals and strategies, it instills trust and motivation among the teachers, which in turn positively impacts student outcomes and fosters a more effective educational environment...*Female Participant, 53 years, Principal.*

This highlights principals' skills of a sense of confidence demonstration to followers somehow improve academic performance of learners. This supports the finding of Okoth, Yambo and Getange (2022) that most of the teachers somehow agreed that their principals encourage them to grow intellectually.

Moreover, 126 (50.8%) of the respondents strongly agreed that principals' skills of committing to high standards at the workplace increased learners' academic performance, while 68 (27.4%) agreed, 22 (8.9%) strongly disagreed, 18 (7.3%) disagreed, and 14 (5.6%) were undecided. The study findings revealed that the respondents strongly tended to agree (Mean=3.84) that principals' skills of committing to high standards at the workplace increased learners' academic performance. This was supported by an interviewee who had the following to say;

... My commitment to high standards at the workplace significantly enhances learners' academic performance. By setting and maintaining rigorous expectations for both teachers and students, I create an environment that prioritizes excellence, accountability, and continuous improvement, leading to better academic outcomes... *Female Participant, 56 years, Principal.*

This implies that principals' skills of committing to high standards at the workplace strongly tend to increase learners' academic performance. This is in line with the findings of Suryarti, Muazza, and Masbirototni (2024) that principal motivates teacher performance by doing things such as giving awards and recognition of the results of the teacher's work providing space to innovate to the teachers, providing direction and coaching, providing authority, giving attention, giving picnics and incentives for teachers who excel.

Lastly, 104 (41.9%) of the respondents strongly agreed that principals' skills of encouraging team work increased academic performance of learners, while 89 (35.9%)

agreed, 23 (9.3%) were undecided, 21 (8.5%) disagreed, and 11 (4.4%) strongly disagreed. The study findings suggested a strong tendency towards agreement (Mean=3.76) among respondents regarding how principals' skills of encouraging team work increased academic performance of learners. This was supported by an interviewee who had the following to say;

...I do encourage teamwork among staff as it is a key skill that significantly boosts learners' academic performance. By fostering collaboration and a sense of unity among teachers, I ensure that everyone is working towards common goals, sharing best practices, and supporting each other, which creates a positive and effective learning environment for students...*Female Participant, 46 years, Principal.*

This implies that principals' skills of encouraging team work strongly tend to increase academic performance of learners. This is in line with the findings of Suryarti, Muazza, and Masbirototni (2024) and Gyansah, Ogola and Guantai (2020) that principals ensures that staff members enjoy working in groups/teams to enhance teaching and learning. These descriptive statistics of objective two was followed by a Chi-square test of association. The Chi-square test at  $p \leq 0.05$  significance level illustrating statistically significant association between principals' motivation skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county is as summarized in Table 10. To achieve this, the hypothesis below was tested.

**H<sub>02</sub>:** There is no significant association between principals' motivation skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county.

**Table 10: Chi-square test of association between principals' motivation skills and learners' academic performance in public secondary schools**

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	773.393 <sup>a</sup>	120	.000
Likelihood Ratio	328.922	120	.000
Linear-by-Linear Association	92.499	1	.000
N of Valid Cases	248		

a. 129 cells (90.2%) have expected count less than 5. The minimum expected count is .02.

#### Source (Researcher, 2024)

Table 10 shows that the p value ( $p=0.000$ ) for principals' motivation skills was less than 0.05. Therefore, the hypothesis, "there is no significant association between principals' motivation skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county" was rejected. This implies that there is statistically significant association between principals' motivation skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county.

#### 4.5 Influence of principal' communication skills on learner's academic performance in public secondary schools

The study employed both descriptive and inferential statistical analyses to evaluate the influence of principals' communication skills on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma County. Descriptive statistics, including frequency, percentage, and mean distribution, were utilized to gauge the level of

agreement using a five-point Likert scale for the variable. The assessment of principals' communication skills was compiled and presented in Table 11.

**Table 11: Descriptive statistics for principal' communication skills and learner's academic performance in public secondary schools**

<b>Statements</b>		<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>MEAN</b>
Principals' appropriate verbal skills	F	23	20	32	71	102	<b>3.42</b>
enhance academic performance of learners	%	<b>9.3</b>	<b>8.1</b>	<b>12.9</b>	<b>28.6</b>	<b>41.1</b>	
Principals' attentive listening skills	F	4	22	7	118	97	<b>4.10</b>
improves academic performance of learners	%	<b>1.6</b>	<b>8.9</b>	<b>2.8</b>	<b>47.6</b>	<b>39.1</b>	
Principals' receiving feedback skills	F	14	26	32	78	98	<b>3.50</b>
increases academic performance of learners	%	<b>5.6</b>	<b>10.5</b>	<b>12.9</b>	<b>31.5</b>	<b>39.5</b>	
Principals' concise language skills	F	15	36	20	67	110	<b>3.65</b>
enhance academic performance of learners	%	<b>6.0</b>	<b>14.5</b>	<b>8.1</b>	<b>27.0</b>	<b>44.4</b>	

**Source (Researcher, 2024)**

Table 11 indicates that 102 (41.1%) of the respondents strongly agreed that principals' appropriate verbal skills enhanced academic performance of learners, while 71 (28.6%)

agreed, 32 (12.9%) disagreed, 23 (9.3%) strongly disagreed, and 20 (8.1%) disagreed. The study findings suggested that the respondents somehow agreed (Mean=3.42) that principals' appropriate verbal skills enhanced academic performance of learners. This was supported by an interviewee who had the following to say;

...Having strong verbal communication skills is crucial for enhancing learners' academic performance. By clearly conveying expectations, providing effective feedback, and fostering open communication with both teachers and students, I help create an environment where academic success is more achievable...*Male Participant, 48 years, Principal.*

This implies that principals' appropriate verbal skills somehow enhance academic performance of learners. This supports the findings of Oladimeji, Oseni and Babatunde (2023) that sufficient verbal communication, encompassing tone, language, and articulation improves learners' performance. On whether the principals' attentive listening skills improved academic performance of learners, 118 (47.6%) of the respondents agreed, while 97 (39.1%) strongly agreed, 22 (8.9%) disagreed, 7 (2.8%) were undecided, and 4 (1.6%) strongly disagreed. The findings indicated the respondents agreed (Mean=4.10) that principals' attentive listening skills improved academic performance of learners. This was supported by an interviewee who had the following to say;

... My attentive listening skills play a significant role in improving academic performance. By actively listening to teachers and students, I can understand their needs, address their concerns, and implement effective strategies that enhance the learning environment and support student achievement...*Male Participant, 49 years, Principal.*

This highlights principals' attentive listening skills improve academic performance of learners. This supports the finding of Perveen and Nawaz (2021) that principals' attentive listening skills through adequate use of interpersonal communication, such as making eye contact improve performance of learners.

Moreover, 98 (39.5%) of the respondents strongly agreed that principals' receiving feedback skills increased academic performance of learners, while 78 (31.5%) agreed, 32 (12.9%) were undecided, 26 (10.5%) disagreed, and 14 (5.6%) strongly disagreed. The study findings revealed that the respondents tended to agree (Mean=3.50) that principals' receiving feedback skills increased academic performance of learners. This was supported by an interviewee who had the following to say;

... My ability to receive feedback is crucial in boosting academic performance. By welcoming and acting on feedback from teachers, students, and parents, I can make informed decisions and implement necessary changes that foster a positive learning environment and enhance student success...*Male Participant, 46 years, Principal.*

This implies that principals' receiving feedback skills tend to increase academic performance of learner. This is in line with the findings of Gisore, Pacho and Nyatuka (2021) that principals' receiving feedback skills tend to increase academic performance of learner.

Lastly, 110 (44.4%) of the respondents strongly agreed that principals' concise language skills enhanced academic performance of learners, while 67 (27.0%) agreed, 36 (14.5%) disagreed, 20 (8.1%) were undecided, and 15 (6.0%) strongly disagreed. The study findings suggested a tendency towards agreement (Mean=3.65) among respondents regarding how principals' concise language skills enhanced academic performance of learners. This was supported by an interviewee who had the following to say;

... As a school principal, I ensure that I use concise language, which has significantly tended to enhance academic performance of my learners. Clear and direct communication helps teachers and students understand expectations and goals, minimizing confusion and promoting a focused, productive learning environment...*Male Participant, 56 years, Principal.*

This implies that principals' concise language skills tend to enhance academic performance of learners. This supports the findings of Oladimeji, Oseni and Babatunde (2023) that the use of clear, concise language by principals, regular face-to-face communication, and attentive listening on the part of principals to improves learners' performance. These descriptive statistics of objective three was followed by a Chi-square test of association. The Chi-square test at  $p \leq 0.05$  significance level illustrating statistically significant association between principals' communication skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county is as summarized in Table 12. To achieve this, the hypothesis below was tested.

**H<sub>03</sub>:** There is no significant association between principals' communication skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma County.

**Table 12: Chi-square test of association between principals' communication skills and learners' academic performance in public secondary schools**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	510.611 <sup>a</sup>	130	.000
Likelihood Ratio	286.189	130	.000
Linear-by-Linear Association	47.526	1	.000
N of Valid Cases	248		

a. 142 cells (92.2%) have expected count less than 5. The minimum expected count is .01.

Table 12 shows that the p value ( $p=0.000$ ) for principals' communication skills was less than 0.05. Consequently, the hypothesis, "there is no significant association between

principals' communication skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county" was rejected. This infers that there is statistically significant association between principals' communication skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county.

#### **4.6 Influence of principal' human relations skills on learner's academic performance in public secondary schools**

The study employed both descriptive and inferential statistical analyses to investigate the influence of principals' human relations skills on learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma County. Descriptive statistics, including frequency, percentage, and mean distribution, were utilized to assess the level of agreement on a five-point Likert scale for this variable. The findings regarding principals' human relations skills were examined and summarized in Table 13.

**Table 13: Descriptive statistics for principal’ human relations skills and learner’s academic performance in public secondary schools**

<b>Statements</b>		<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>MEAN</b>
Principals’ instructional skills enhance academic performance of learners	F %	13 5.2	17 6.9	36 14.5	104 41.9	78 31.5	<b>3.45</b>
Principals’ clinical relation skills improve academic performance of learners	F %	12 4.8	28 11.3	14 5.6	110 44.4	84 33.9	<b>3.75</b>
Principals’ skills on political relations basis increase learners’ academic performance	F %	18 7.3	12 4.8	26 10.5	74 29.8	118 47.6	<b>3.73</b>
Principals’ sympathetic relations basis skills increase learners’ academic performance	F %	8 3.2	20 8.1	12 4.8	110 44.4	98 39.5	<b>3.97</b>

**Source (Researcher, 2024)**

Table 13 shows that 104 (41.9%) of the respondents agreed that principals’ instructional skills enhanced academic performance of learners, while 78 (31.5%) strongly agreed, 36 (14.5%) were undecided, 17 (6.9%) disagreed, and 13 (5.2%) strongly disagreed. The study

findings suggested that the respondents somehow agreed (Mean=3.45) that principals' instructional skills enhanced academic performance of learners. This was supported by an interviewee who had the following to say;

... As a school principal, I believe that my instructional skills play a crucial role in enhancing academic performance. By providing effective guidance and support to teachers, I contribute to the creation of engaging and impactful learning experiences for students, which ultimately leads to improved academic outcomes...*Female Participant, 57 years, Principal.*

This implies that principals' instructional skills somehow enhance academic performance of learners. This supports the findings of Adelotan (2021) that principals' instructional skills somehow enhance academic performance of learners.

On whether the principals' clinical relation skills improved academic performance of learners, 110 (44.4%) of the respondents agreed, while 84 (33.9%) strongly agreed, 28 (11.3%) disagreed, 14 (5.6%) were undecided, and 12 (4.8%) strongly disagreed. The findings indicated the respondents strongly tended to agree (Mean=3.75) that principals' clinical relation skills improved academic performance of learners. This was supported by an interviewee who had the following to say;

... I find that my clinical relation skills contribute to the improvement of academic performance among learners. By fostering strong relationships with students, teachers, and staff, I create a supportive and conducive learning environment where students feel valued, motivated, and empowered to succeed academically...*Female Participant, 53 years, Principal.*

This highlights principals' clinical relation skills tend to improve academic performance of learners. This supports the finding of Maximiliaan, Mari, J. and Solheim (2022) that principals' clinical relation skills tend to improve academic performance of learners.

Additionally, 118 (47.6%) of the respondents strongly agreed that principals' skills on political relations basis increased learners' academic performance, while 74 (29.8%) agreed, 26 (10.5%) were undecided, 18 (7.3%) strongly disagreed, and 12 (4.8%) disagreed. The study findings revealed that the respondents strongly tended to agree (Mean=3.73) that principals' skills on political relations basis increased learners' academic performance. This was supported by an interviewee who had the following to say;

... In my experience as a school principal, I have observed that establishing strong political relations can indeed positively impact learners' academic performance. Building alliances with key stakeholders, such as local authorities and educational policymakers, can lead to increased support and resources for the school, ultimately benefiting student outcomes... *Male Participant, 56 years, Principal.*

This implies that principals' skills on political relations basis strongly tend to increase learners' academic performance. This is in line with the findings of Himmetoğlu, Ayduğ and Terzi (2018) and Yasir, Mohammed and Mustafa (2020) that on political basis, patterns of meaning as acceptance, providing role balance, exceeding the form, authority representation and elimination of financial needs became visible improves learners' performance.

Lastly, 110 (44.4%) of the respondents agreed that principals' sympathetic relations basis skills increased learners' academic performance, while 98 (39.5%) strongly agreed, 20 (8.1%) disagreed, 12 (4.8%) were undecided, and 8 (3.2%) strongly disagreed. The study findings suggested a strong tendency towards agreement (Mean=3.97) among respondents regarding how principals' sympathetic relations basis skills increased learners' academic performance. This was supported by an interviewee who had the following to say;

...In my view, fostering sympathetic relationships as a principal can significantly contribute to enhancing learners' academic performance. Creating a supportive and empathetic school environment helps students

feel understood and valued, leading to improved motivation, engagement, and ultimately, academic success...*Female Participant, 46 years, Principal.*

This implies that principals' sympathetic relations basis skills strongly tend to increase learners' academic performance. This is in line with the findings of Khan, Siraji, Zaman, Khattak and Anwar (2022) that school climate partially mediated in the relationship between principals' human skills and teacher' job satisfaction. These descriptive statistics of objective four was followed by a Chi-square test of association. The Chi-square test at  $p \leq 0.05$  significance level illustrating statistically significant association between principals' human relations skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county is as summarized in Table 1o. To achieve this, the hypothesis below was tested.

**H<sub>04</sub>:** There is no significant association between principals' human relations skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma County.

**Table 14: Chi-square test of association between principals' communication skills and learners' academic performance in public secondary schools**

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	978.494 <sup>a</sup>	120	.000
Likelihood Ratio	453.482	120	.000
Linear-by-Linear Association	184.046	1	.000
N of Valid Cases	248		

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a. 130 cells (90.9%) have expected count less than 5. The minimum expected count is .02.

**Source (Researcher, 2024)**

Table 14 shows that the p value ( $p=0.000$ ) for principals' human relations skills was rejected since the p-value was less than 0.05. This indicates a statistically significant association between principals' human relations skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma County. Therefore, the results suggest that effective human relations skills of principals positively influence the academic performance of students in these schools was rejected. This infers that there is statistically significant association between principals' human relations skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter summarized the findings, gave conclusions and recommendations. It also suggested areas for further research in the following sub themes.

#### 5.2 Summary of the study findings

Based on the data and information analyzed in chapter four. The findings are summarized in this section.

##### 5.2.1 Influence of principal' supervisory skills on learner's academic performance in public secondary schools

The study findings suggested that the respondents had a tendency towards agreement that checking of teachers' professional documents by the principal enhanced learners' academic performance. Similarly, the findings indicated the respondents tended to agree that principals' peer teaching skills among teachers increased learners' academic performance. Additionally, the study findings revealed that the respondents tended to agree that principals' mentoring skills among teachers advanced learners' academic performance. Lastly, the study findings suggested a strong tendency towards agreement among respondents regarding how principals' classroom observation skills helped in improving learners' academic performance. Chi-square test of association revealed that there is statistically significant association between principals' supervisory skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county.

### **5.2.2 Influence of principal' motivation skills on learner's academic performance in public secondary schools**

The study findings suggested that the respondents had a tendency towards agreement that principals' skills on building and sharing vision with supportive staffs enhanced academic performance of learners. On whether the principals' skills of a sense of confidence demonstration to followers improved academic performance of learners, the findings indicated the respondents somehow agreed. Moreover, the study findings revealed that the respondents strongly tended to agree that principals' skills of committing to high standards at the workplace increased learners' academic performance. Lastly, the study findings suggested a strong tendency towards agreement among respondents regarding how principals' skills of encouraging team work increased academic performance of learners. Chi-square test of association revealed that there is statistically significant association between principals' motivation skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county.

### **5.2.3 Influence of principal' communication skills on learner's academic performance in public secondary schools**

The study findings suggested that the respondents somehow agreed that principals' appropriate verbal skills enhanced academic performance of learners. On whether the principals' attentive listening skills improved academic performance of learners, the findings indicated the respondents agreed. Additionally, the study findings revealed that the respondents tended to agree that principals' receiving feedback skills increased academic performance of learners. Lastly, the study findings suggested a tendency towards agreement among respondents regarding how principals' concise language skills enhanced

academic performance of learners. Chi-square test of association revealed that there is statistically significant association between principals' communication skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county.

#### **5.2.4 Influence of principal' human relations skills on learner's academic performance in public secondary schools**

The study findings suggested that the respondents somehow agreed that principals' instructional skills enhanced academic performance of learners. On whether the principals' clinical relation skills improved academic performance of learners, the findings indicated the respondents strongly tended to agree. Additionally, study findings revealed that the respondents strongly tended to agree that principals' skills on political relations basis increased learners' academic performance. Lastly, the study findings suggested a strong tendency towards agreement among respondents regarding how principals' sympathetic relations basis skills increased learners' academic performance. Chi-square test of association revealed that there is statistically significant association between principals' human relations skills and learners' academic performance in public secondary schools in Bungoma East Sub County, Bungoma county.

### **5.3 Conclusion**

The study concludes that administrative skills demonstrated by principals, including supervisory, motivation, communication, and human resource management skills, significantly influence learners' academic performance in public secondary schools. Thus, enhancing supervisory, motivation, communication, and human resource management

skills among principals contributes to improved academic performance among students in these institutions.

On the relationship between principals' supervisory skills and learners' academic performance in public secondary schools, it is established that it is statistically significant. It underscores the importance of principals engaging in activities like verifying teachers' credentials, promoting peer teaching, offering mentoring, and conducting classroom observations, which contribute to noticeable enhancements in students' academic outcomes. Similarly, the study finds a significant correlation between principals' motivation skills and learners' academic performance in public secondary schools. It highlights the positive impact on academic outcomes when principals demonstrate vision-building, confidence, commitment to high standards, and encourage teamwork among staff.

Additionally, the study establishes a significant correlation between principals' communication skills and learners' academic performance in public secondary schools. Effective utilization of appropriate verbal skills, attentive listening, adeptness in receiving feedback, and employment of concise language by principals enhances the academic performance of learners. Lastly, the study highlights a statistically significant correlation between principals' human relations skills and learners' academic performance in public secondary schools. Improvements in academic performance are observed when principals exhibit instructional skills, clinical relational abilities, political relational skills, and empathetic relational skills.

#### **5.4 Recommendation for practice**

Based on the study objective and the results, the researchers herein recommend the following to the policy makers and stakeholders.

Emphasize professional development for principals to enhance their supervisory, motivation, communication, and human resource management skills.

Promote professional development initiatives and training for principals to foster their involvement in verifying teachers' credentials, promoting peer teaching, offering mentoring, and conducting classroom observations.

Emphasize professional development programs and training for principals to improve their skills in vision-building, demonstrating confidence, maintaining high standards, and fostering teamwork among staff

Prioritize professional development programs and training for principals to enhance their verbal communication, listening skills, feedback reception, and language conciseness.

Prioritize professional development programs and training for principals to enhance their instructional, clinical relational, political relational, and empathetic relational skills.

#### **5.5 Recommendation for further studies**

The researcher suggests the following further areas of research.

Research should be carried out on the influence of other different administrative skills demonstrated by principals and learners' academic performance in public secondary schools.

Research should be done on the mediating effects on the relationship between principals' administrative skills, including supervisory, motivation, communication, and human resource management skills, and learners' academic performance in public secondary schools.



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**APPENDICES**

**Appendix I: Consent Form**

I am **Edith Micha Sindani**, a Master of Education (Leadership and Management) student at Mount Kenya University undertaking a study on “**the influence of administrative skills adopted by the principals on learners’ academic performance in public secondary schools in Bungoma East Sub County, Bungoma county**”. I would like your consent to extend an invitation to you to participate in this study. Confidentiality will be maintained by using code numbers instead of names. Also, no one will have access to the data that will be collected. In addition, participation will be strictly voluntary.

Before taking part in this study, I would like you to sign the following statement.

I agree or disagree to take part in this study now that I understand its goal.

Respondent (coded)

Signature..... Date.....

Principal investigator

Name: **Edith Micha Sindani**

Signature.....

For complains or clarification, please contact.

Chairperson,

MKU IREC,

P.O. BOX 342-01000,

**THIKA**

## Appendix II: Questionnaire for Principals and Head of Departments

Please respond to each of the following questions by filling in or ticking (✓) based on your view. Fill in the blanks in each questionnaire item with your replies.

### SECTION A: DEMOGRAPHIC INFORMATION

(Please check the boxes next to your responses.)

1. Indicate your gender Male [  ] Female [  ]

3. Indicate your level of education?

Certificate [  ] Diploma [  ] B. Ed [  ] Master [  ] PhD [  ]

4. Indicate your years of experience?

<10 years [  ] 10-19 years [  ] Above 19 years [  ]

## SECTION B

### CATEGORY I: EFFECTS OF PRINCIPALS' SUPERVISORY SKILLS ON LEARNERS' ACADEMIC PERFORMANCE

Please indicate the degree of agreement by circling the corresponding number. Make use of the supplied scale.: **1=strongly disagree, 2=Disagree, 3=Undecided, 4= Agree and 5=strongly agree.**

Statements	1	2	3	4	5
Checking of teachers' professional documents by the principal enhances learners' academic performance	1	2	3	4	5
Principals' peer teaching skills among teachers increases learners' academic performance	1	2	3	4	5
Principals' mentoring skills among teachers advances learners' academic performance	1	2	3	4	5
Principals' classroom observation skills help in improving learners' academic performance	1	2	3	4	5

### CATEGORY II: EFFECTS OF PRINCIPALS' MOTIVATION SKILLS ON LEARNERS' ACADEMIC PERFORMANCE

Please indicate the degree of agreement by circling the corresponding number. Make use of the supplied scale.: **1=strongly disagree, 2=Disagree, 3=Undecided, 4= Agree and 5= strongly agree.**

Statements					
Principals' skills on building and sharing vision with supportive staffs enhances academic performance of learners	1	2	3	4	5
Principals' skills of a sense of confidence demonstration to followers improves academic performance of learners	1	2	3	4	5
Principals' skills of committing to high standards at the workplace increases learners' academic performance	1	2	3	4	5
Principals' skills of encouraging team work increase academic performance of learners	1	2	3	4	5

**CATEGORY III: EFFECTS OF PRINCIPALS' COMMUNICATION SKILLS ON LEARNERS' ACADEMIC PERFORMANCE**

Please indicate the degree of agreement by circling the corresponding number. Make use of the supplied scale.: **1=strongly disagree, 2=Disagree, 3=Undecided, 4= Agree and 5= strongly agree.**

Statements					
Principals' appropriate verbal skills enhance academic performance of learners	1	2	3	4	5
Principals' attentive listening skills improves academic performance of learners	1	2	3	4	5
Principals' receiving feedback skills increases academic performance of learners	1	2	3	4	5
Principals' concise language skills enhance academic performance of learners	1	2	3	4	5

#### **CATEGORY IV: EFFECTS OF PRINCIPALS' HUMAN RELATIONS SKILLS ON LEARNERS' ACADEMIC PERFORMANCE**

Please indicate the degree of agreement by circling the corresponding number. Make use of the supplied scale.: **1=strongly disagree, 2=Disagree, 3=Undecided, 4= Agree and 5=strongly agree.**

Statements					
Principals' instructional skills enhance academic performance of learners	1	2	3	4	5
Principals' clinical relation skills improve academic performance of learners	1	2	3	4	5

Principals' skills on political relations basis increase learners' academic performance	1	2	3	4	5
Principals' sympathetic relations basis skills increase learners' academic performance	1	2	3	4	5

### CATEGORY V: LEARNERS' ACADEMIC PERFORMANCE

Please indicate the degree of agreement by circling the corresponding number. Make use of the supplied scale.: **1=strongly disagree, 2=Disagree, 3=Undecided, 4= Agree and 5=strongly agree.**

Statements	1	2	3	4	5
Learners' average mean score increased as a result of principal adopting administrative skills	1	2	3	4	5
Learners' average mean grade increased as a result of principal adopting administrative skills	1	2	3	4	5
Learners' quality grade improved as a result of principal adopting administrative skills	1	2	3	4	5
Learners' graduation (number qualified to Join University) rate increased as a result of principal adopting administrative skills	1	2	3	4	5

**Appendix III: Interview Schedule for Principals**

i. How do principals’ supervisory skills influence learners’ academic performance in public secondary schools in Bungoma East Sub County, Bungoma county?

.....  
.....

ii. How do principals’ motivation skills influence learners’ academic performance in public secondary schools in Bungoma East Sub County, Bungoma county?

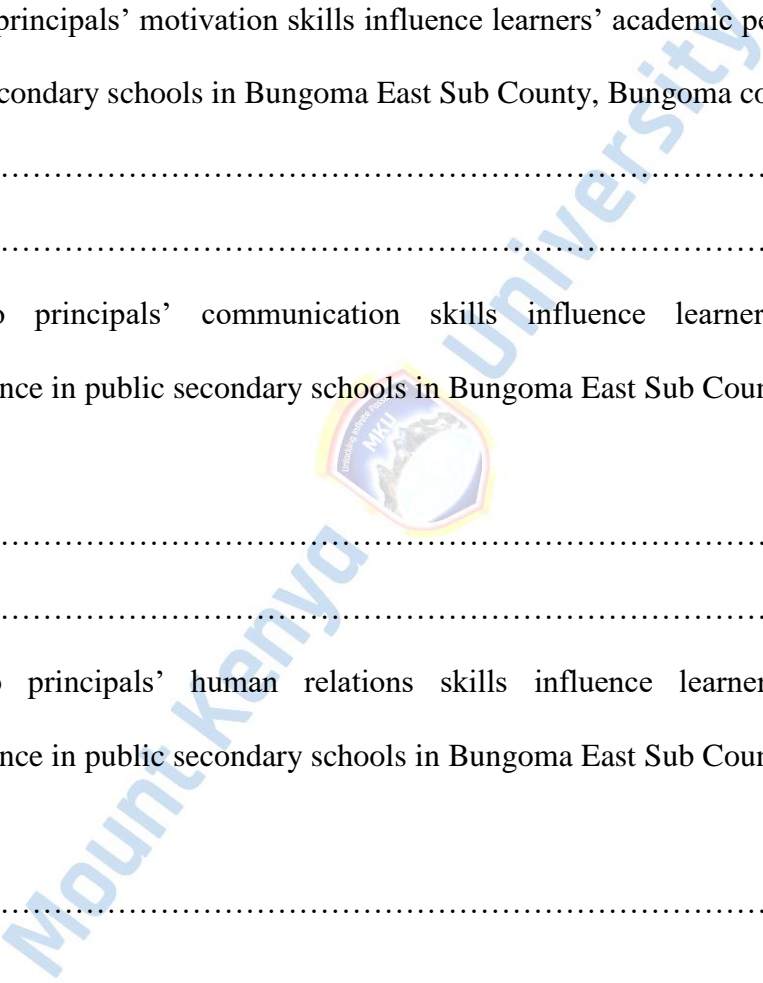
.....  
.....

iii. How do principals’ communication skills influence learners’ academic performance in public secondary schools in Bungoma East Sub County, Bungoma county?

.....  
.....

iv. How do principals’ human relations skills influence learners’ academic performance in public secondary schools in Bungoma East Sub County, Bungoma county?

.....  
.....



**Appendix IV: Table for Determining Sample Size from a Given Population**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: N = Population size; S = Sample size

Source: Krejcie & Morgan (1970).

## Appendix VII: Ethical Review Certificate



REF: MKU/ISERC/4141  
TO: EDITH MICHA SINDANI

Date: 07 August 2024

REG: MED/2016/51905

Dear Sir/Madam,

**RE: INFLUENCE OF ADMINISTRATIVE SKILLS ADOPTED BY PRINCIPALS ON LEARNERS ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN BUNGOMA EAST SUBCOUNTY KENYA**

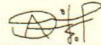
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2985**. The approval period is **07/08/2024 - 06/08/2025**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,



**Dr. Alfred Owino, PhD**  
Chairman, Mount Kenya University ISERC



## Appendix VIII: Introductory Letter



### DIRECTORATE OF GRADUATE STUDIES

MED/2016/51905

8<sup>th</sup> August, 2024

*National Commission for Science Technology & Innovation (NACOSTI)  
Off Waiyaki, Upper Kabete  
P.O Box 30623- 00100  
NAIROBI, KENYA*

Dear Sir/ Madam,

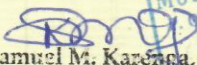
**RE: EDITH MICHA SINDANI- REGISTRATION NO. MED/2016/51905**

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is "**Influence of Administrative Skills Adopted by Principals on Learners Academic Performance in Public Secondary Schools in Bungoma East Sub County, Kenya.**" It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **August, 2024 and October, 2024.**

Any assistance accorded to the student will be highly appreciated.

Thank you.

  
Dr. Samuel M. Karenga, Ph.D.  
**Director, Graduate Studies**  
Enc.




**Appendix IX: Research Permit**

  
REPUBLIC OF KENYA

  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 807109 Date of Issue: 22/August/2024

**RESEARCH LICENSE**



This is to Certify that Ms.. EDITH MICHA SINDANI of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Bungoma on the topic: INFLUENCE OF ADMINISTRATIVE SKILLS ADOPTED BY PRINCIPALS ON LEARNERS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN BUNGOMA EAST SUB COUNTY, BUNGOMA COUNTY for the period ending : 22/August/2025.

License No: NACOSTI/P/24/39407

807109  
Applicant Identification Number

  
Director General  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION

Verification QR Code



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

See overleaf for conditions

## Appendix XI: Letter from Sub-County Director of Education



MINISTRY OF EDUCATION  
STATE DEPARTMENT OF BASIC EDUCATION

Telephone: Webuye 055-41150  
Wireless: 0202389556  
Email: bungomaeasteducation@yahoo.com

Sub-County Education Office  
Bungoma East Sub-County  
P.O. Box 750-50205

**WEBUYE**

When replying please quote

Date: 23<sup>rd</sup> August, 2024

REF: BGME/GA/89/196


### TO WHOM IT MAY CONCERN

**RE: AUTHORITY TO CARRY OUT RESEARCH – M/S. EDITH MICHA SINDANI**

The above named of Mount Kenya university has been authorized to carry out research on “**Various Topics (Department of Educational Management and Curriculum Studies in the school of Education)**” for a period between August and October.

Kindly accord her the necessary assistance.

Thank you.

  
**DR. PAUL K. RONO, WEBUYE**  
SUB-COUNTY DIRECTOR OF EDUCATION  
BUNGOMA EAST

SUB COUNTY DIRECTOR OF  
EDUCATION  
BUNGOMA EAST  
P. O. Box 750-50205,  
WEBUYE

**Appendix XII: Map of Bungoma East Sub-County**

