

**INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON STUDENTS'  
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN  
KALOLENI SUB-COUNTY, KILIFI COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION DEGREE  
IN EDUCATION MANAGEMENT, ADMINISTRATION AND LEADERSHIP OF  
MOUNT KENYA UNIVERSITY**

**OCTOBER, 2024**

## DECLARATION AND APPROVAL

### Declaration by the student

This research proposal is my original work and has not been presented in any other University or for any other award.

Signature ..... 

Date... 26/10/2024...

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### Approval by the supervisor

I confirm that the work reported in this research proposal has been carried out by the candidate under my supervision

Signature ..... 

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## **DEDICATION**

This project is dedicated to my family and friends, whose unwavering support and encouragement have been my constant source of inspiration.



## **ACKNOWLEDGEMENT**

I am greatly indebted to Dr Mary Mugwe for her necessary corrections and input in compiling this document. Much appreciation also goes to the Principal of Mwareni Mixed Secondary School whom I deputize, Madam Janet Wanjala. Others are fellow teachers Madam Consollata W, Mr. Eric Omondi, Mr. Edward Jilani and Mr. Olela Biko who assisted me with computer services and general advice and encouragement that went a long way in assisting me develop my project. I owe much gratitude to the school secretary Madam Philistia Mwakombe not forgetting the authors of the books, articles and research materials whose work I have referenced and has formed the basis of my research. For my lecturers and colleagues at Mount Kenya University I owe all of you a lot of gratitude.



## ABSTRACT

The purpose of research was to investigate on influence of principal's management practices influence on students' academic performance in public secondary schools in Kaloleni Sub-County, Kilifi County, Kenya. Principals' management practices were assessed in terms of provision of rules and regulations, guidance and counselling, parental engagement as well as supervisory practices while academic performance was assessed in terms of improvement in grades or test scores of students in secondary schools. However, research was guided by Fayol Administrative theory and the systems theory. Twenty-two (22) principals, 396 teachers, 3520 students and 3500 parents were targeted population for the study. However, a sample size is of 10 principles, 90 teachers, 160 students and 138 parents were arrived at by employing Yamanes formula. In addition, questionnaires and interview guides were main tools for collecting information. Piloting research was conducted among 40 respondents. Expert judgment helped to establish validity of the data and Cranach Alpha Method was applied to indicate the level of internal reliability. Data triangulation through multiple analysis was used to establish credibility of the instruments. Dependability of the data was attained by use of detailed reporting of each data collection process. Data on quantities was worked out by means of averages, standard deviation, percentage scores, frequencies, tables and charts shall be used to present quantitative information. Findings indicated that students and parents are rarely involved in development of school rules and regulations, teachers are rarely trained on guidance and counselling, schools lack empowerment programs for parents and principals lack adequate instructional leadership. However, it was recommended that principals to always involve students and parents when coming up with school rules, Ministry of Education to train teachers on guidance and counselling, schools with aid of Ministry of Education to develop empowerment programs for parents and principals to adopt instructional leadership apart from overseeing teachers and students' activities while at school.

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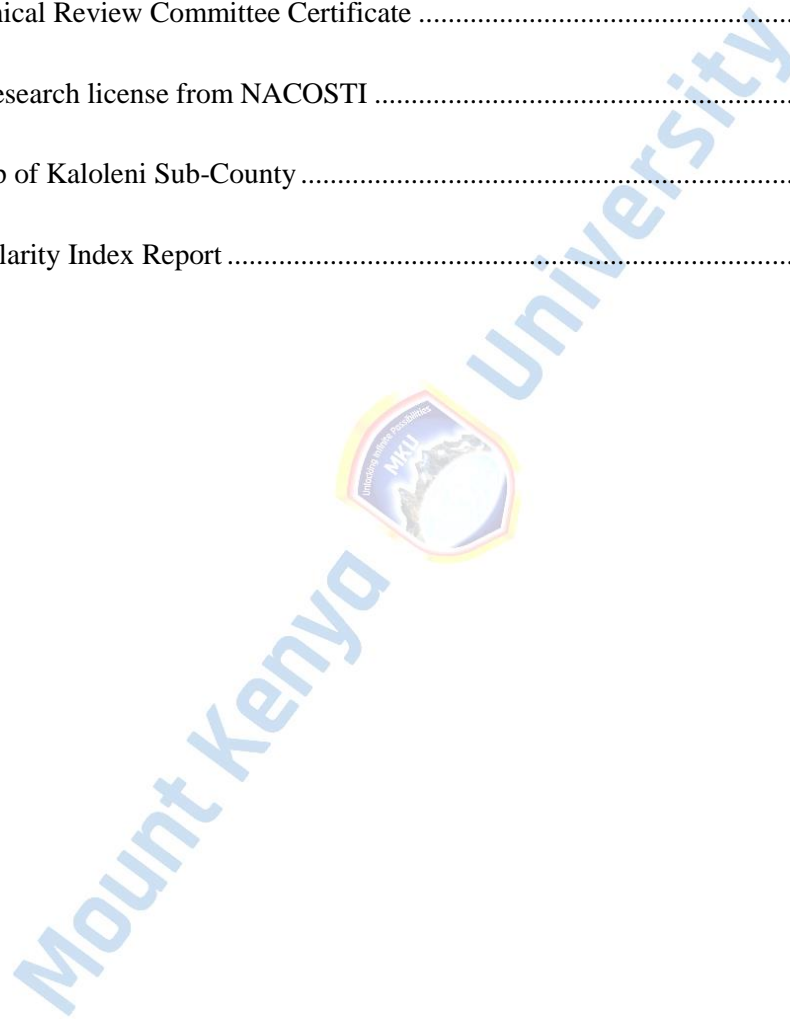
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## LIST OF ABBREVIATIONS AND ACRONYMS

|                |   |
|----------------|---|
| <b>IIEP</b>    | Institute of International Education Program                  |
| <b>KCSE</b>    | Kenya Certificate of Secondary Education                      |
| <b>KNBS</b>    | Kenya National Bureau of Statistics                           |
| <b>MOE</b>     | Ministry of Education   |
| <b>NACOSTI</b> | National Commission for Science Technology and Innovation     |
| <b>NGOs</b>    | Non-Governmental Organizations                                |
| <b>SBTSS</b>   | School Based Teacher Support System                           |
| <b>SMASSE</b>  | Strengthening Mathematics and Sciences in Secondary Education |
| <b>SPSS</b>    | Statistical Package for Social Sciences                       |
| <b>TPAD</b>    | Teacher Performance Appraisal and Development                 |
| <b>TPD</b>     | Teacher Professional Development                              |
| <b>UNICEF</b>  | United Nations International Children's Education Fund        |
| <b>TSC</b>     | Teachers service Commission                                   |

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

Details on the background information, statement of the problem, the reason, aims, rational and research questions are elaborated in this chapter. Operational definition of key terms used in the area of the study, the boundaries, extent and assumptions of the study are also discussed in the chapter.

#### **1.2 Background of the Study**

A principal in a school plays the role of an administrative and professional leader making him /her directly responsible for success of the school. The administrative concerns of the principal of secondary school are to direct the activities of teachers, students and other staffs in the school towards the school objectives. The roles to be performed by the school principal can be categorized into two roles which include; supervision of programs: curricula and extra curricula activities (allocation of schedule of duty or subjects, school time -table, school organization, interpersonal relation which involves school discipline, evaluation of teachers' performance, community support and involvement) and helping to solve problems of the staff and students (Olembo 1992). Therefore, the principal is the controller, planner, coordinator, director, organizer, advisor and the problem-solver. His/her concern is to identify and set goals and objectives of the school, in line with the national objectives, analyses tasks and share responsibilities to the staff according to specialization and expertise (Ugochi, 2007).

Radhika, (2018) in India observed that a good principal should champion the course of quality assurance in his or her school to ensure better school administration, establish

clearly defined goals for academic achievement and concentrate their available resources and operations on achieving the goals. They provide timetable for teaching, routine checks of lesson plans and observation of classroom instruction, and to continuously monitor students' progress to determine whether their instructional goals are being attained. Principals provide feed-back on student performance, motivation of teachers for improved performance, reinforcement of students for excellent performance, maintenance and appropriate usage of physical facilities, enforcement of discipline to ensure peaceful atmosphere, capacity building of teachers for quality teaching-learning processes (Anderson & Nichols effective service delivery and provision of instructional facilities and materials,2007). Mathew (2011) in California, Berkley, indicates that principals are expected to be instructional leaders. The research indicates that when principals visit class rooms, they can positively impact on students' achievement, teacher practice, and teacher attitudes. It also indicates that principals spend little time on this instructional leadership activity.

Omotora, (2018) in Nigeria observed that another administrative practice that may affect performance is clinical supervision, the concern is on the teachers' development rather than evaluation. In this model, classroom observations are meant to serve as the focal point of principal and teacher interactions. Several studies have shown that visiting class rooms is positively associated with improved students' achievement (Andrews et al, Marzano, 2005).Teachers Service Commission (TSC), in its development of management tool to assess effectiveness of instructional teaching and learning has generated a lesson observation tool(TSCTPAD/PS/LOF/01)in which the appraiser, in this case the school manager or his/her appointee applies in assessing the effectiveness of the teacher in knowledge and skills delivery. The school manager is also responsible for the provision of

physical facilities, a component that influences learner's performance. Physical facilities in school includes classrooms, school library, science laboratories, toilets playground and dormitories. In the world, conference on education for all (EFA) held in Jomlalin1990, the participants identified a number of components important for quality education among them adequate facilities and materials (UNESCO2000). Brennan and et al (1980) reiterate that physical infrastructure plays a crucial role in enhancing safe and clean environment, which is conducive for learning. A Science laboratory for example is a must for science teaching process. Instructional teaching resources have a positive impact on learners' performance.

UNESCO (2000) annual report has it that Excellency in academic performance is synonymous with mobilization of resources by school managers. Ayot (2002) showed that inadequate availability of textbooks in learning institutions resulted in poor performance. An equally important component for good academic performance is the teacher's professional development taken care of by the Teachers Service Commission, which has incorporated it as one of its tools in the appraisal of school teachers. The new TSC teacher performance appraisal and development tools (TPAD/01) provide for professional development where a teacher is required to identify individual performance gaps, detect training needs and seek solutions through professional development courses and acquire certificates for the courses attended. In addition, the teacher is required to engage in peer learning and participate in subject panels. The facilitation of this development by the principal is critical in the improvement of performance. A key role of the principal is to ensure that each of the elements that contribute to improved student learning outcomes is presently working, effective and in alignment with all other elements (Hill, 2006). Peter (2011) stresses the need for school managers to identify training needs for their teachers. Nannyonjo (2007) states that through teacher professional development, student's

performance is improved. It is in this regard that the study seeks to research on influence of principal's administrative practices on students' performance in the Kenya Certificate of Secondary Education examination in public secondary schools in Kaloleni Sub- County, Kenya. Kaloleni Sub- County has 22 public secondary schools, which include two Boys' schools, three girls' schools and 17 mixed schools. At KCSE examinations, the Sub-County has been performing relatively poor in the past years. Despite government measures of providing schools' tuition funds to aid in school levies payments, increased ratio of teacher/pupil and conducting of in-service workshops such as National Education Services (NES) for language teachers and SMASE for science teachers and SBTSS (school-based teacher support system), the performance is still below average.

Njuguna, (2021) in Murang'a South Kenya noted that students need to be controlled using a set of rules and regulations that are carefully set and used using student's leaders to enforce them. Punishments used should be in line with the requirements of the government. Another important tool is use of guidance and counselling in schools. Principals should make good use of this department to increase self-awareness among students and make them acquire useful skills in handling their studies and to relate well with others in school. The board of managers, parent's association and education officers together with the community can be of great help in the school when appropriately engaged for better performance.

## **1.2 Statement of the Problem**

Principals' management practices go a long way in enhancing academic performance of students in secondary schools. This is because they have been provided with the mandate of management of school activities which is a bedrock for academic prowess (Fatma, 2022). However, data from Kilifi County Quality Assurance Office, (2024) shows that for last five

years the number of students attaining C+ has been on decline falling from 41.23 % in 2019 to 25.78% in 2023 which is a 15.45% drop. Nevertheless, a decline in number of students joining colleges or universities has also sharply dropped with more than 80% of students attaining less than C+. This has happened despite of several measures being put into place to ensue improved performance of students in test scores in Kaloleni Sub-County secondary schools. Literature analysis of KCSE performance in Kaloleni Sub-County secondary schools demonstrates lack of adequate research on principals' management practices of secondary schools as indicated by poor performance in table 1 below.

**Table 1** *Kaloleni Sub-County Secondary Public Schools Performance for the years 2020, 2021 and 2023*

| Number     | Entry | for   | 2023  | Mean   | Mean   | Mean   |        |
|------------|-------|-------|-------|--------|--------|--------|--------|
| Of schools | Boys  | Girls | Total | 2021   | 2022   | 2023   | Dev    |
| 26         | 1242  | 1402  | 2644  | 4.2074 | 3.5745 | 3.9197 | 0.3452 |

Source; Kaloleni Sub-County Director of Education

The table above indicate that the best score attained by the secondary schools' students for the last three years was a mean of 4.2074 in the year 2022 which was a D+ indicating poor performance as majority of the students more than 80% never attained a mean of C+ which is the minimum entry requirement for university creating the need to investigate influence of principals' management practices on students' academic performance in public secondary schools in Kaloleni Sub-County, Kilifi County, Kenya.

### **1.3 Purpose of the Study**

To assess influence of principals' management practices on students' academic performance in public secondary schools in Kaloleni Sub-County, Kilifi County, Kenya.

#### **1.4 Objectives of the Study**

The research will be guided by the following objectives:

1. To determine influence of principals' provision of rules and regulations practices on students' academic performance in public secondary schools in Kaloleni sub-county.
2. To find out influence of principals' guidance and counseling services practices on students' academic performance in public secondary schools in Kaloleni sub county.
3. To assess influence of principals' parental engagement practices on students' academic performance in public secondary schools in Kaloleni sub-county.
4. To find out influence of principals' supervisory practices on academic performance of students in public secondary schools in Kaloleni sub-county.

#### **1.5 Research Questions**

1. What is the influence of principals' provision of rules and regulations practices on students' academic performance in public secondary schools in Kaloleni sub-county?
2. How does principals' guidance and counseling services practices influence on students' academic performance in public secondary schools in Kaloleni sub county?
3. What is the influence of principals' parental engagement practices on students' academic performance in public secondary schools in Kaloleni sub-county?
4. To what extent does principals' supervisory practices influence on academic performance of students in public secondary schools in Kaloleni sub-county?

#### **1.6 Justification of the study**

Efforts by the Government and other Education stake- holders have been increasing in the recent past. SMASSE, SBTSS and other in-service courses like TPD and TPAD have been rolled in schools. However, as noted earlier in the background, performance in Kaloleni Sub-County has been a challenge. Such a study is therefore necessary. The aim of the research is

to establish whether the management practices by school heads bear fruit in public secondary schools in Kaloleni Sub- County, Kilifi County in as far as academic performance is concerned. The study is motivated by the high wastage rates of candidates in public secondary schools.

### **1.7 Significance of the study**

Researchers and academicians noted the areas that need to be researched on and fill the gap adding more knowledge to take the country to levels of realizing its set objectives. The Ministry of Education may benefit from this study in learning part of the challenges facing secondary education. The Ministry of education can use the document to formulate useful policies to better Kenyan education. The NGOs may benefit by extracting information on areas that require their partnership with the Government. School heads will benefit from this study in understanding their roles and obligations in enhancing excellent performance in secondary schools through adopting management strategies which will create a conducive environment for them. School Heads can then apply the same measures in their schools.

### **1.8 The scope of the study**

The study restricted itself to the four objectives of the research laid out. The area of choice for the study was Kaloleni public Secondary schools. The Research was geared towards establishing effects of principals' administrative practices and their subsequent influence in National Exam results. The principals' management practices were evaluated at depth to establish the objectives of the study. Questionnaires were administered to collect both qualitative and quantitative data on the topic of study. The research was conducted between the month of May and early July 2024.

### **1.9 Limitations of the study**

Several limitations identified included.

- (i) Non responsiveness. Researcher had identified situations where participants may not be willing to provide accurate information or tried to hide their true feelings. However, respondents were encouraged to be as honest as possible as information collected was only for purpose of research.
- (ii) Lack of reliable information. Because management issues are sensitive and some respondents were in a way evaluating themselves there were chances of participants trying to give socially acceptable information. However, participants were encouraged not to write their identities on research tools.
- (iii) Poor road network. Accessibility to some of the schools was a challenge due to poor roads although researcher used available mean of transport and proper time management to facilitate data collection.

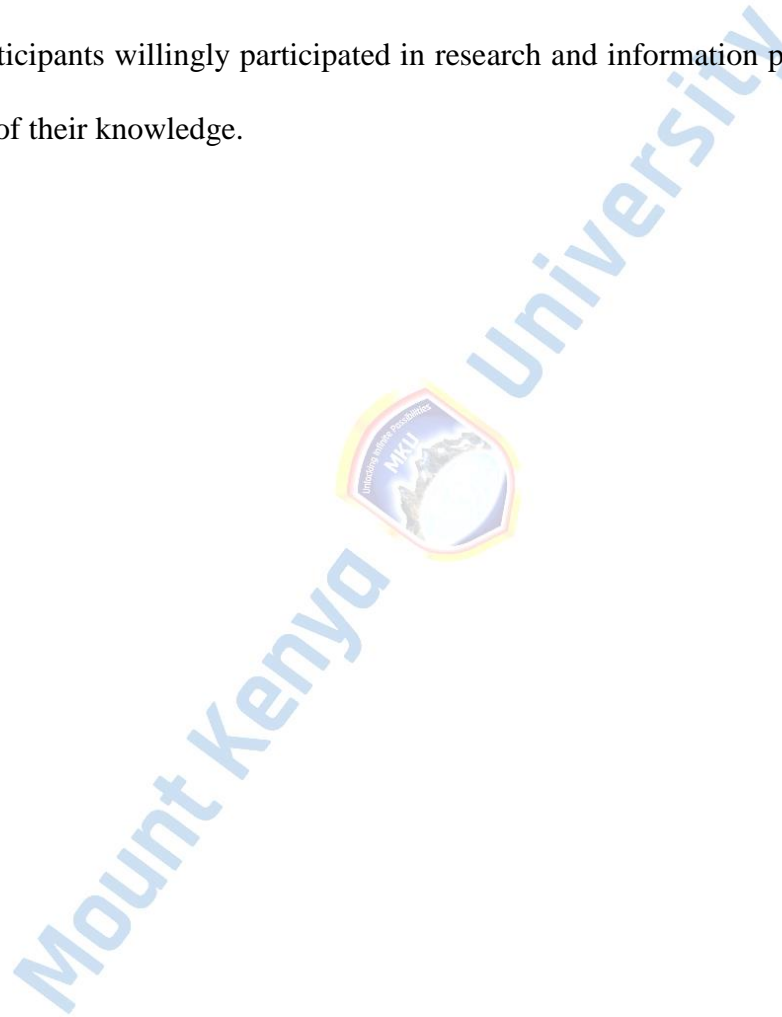
### **1.10 Delimitations of the study**

- (i) The research was confined to principals, teachers and students of form III and IV as well as parents of the students as other educational stakeholders were not a subject for the study.
- (ii) The study focused on influence of principals' supervisory strategies, involvement of parents, guidance and counseling strategies and the provision of school rules and regulations on academic performance as other areas of management were not part of the study.
- (iii) The study involved only the public secondary schools in Kaloleni sub-county and private secondary schools or primary schools were not part of the study.

### **1.11 Assumptions of the study**

The researcher made the following assumptions:

- (i) The chosen sample of respondents was suitable and adequate to provide needed information on principal's management practices and students' academic performance.
- (ii) Respondents were honest when providing their responses on the subject matter.
- (iii) That participants willingly participated in research and information provided was to the best of their knowledge.



### **1.12 Operational Definition of Key Terms**

**Academic performance** Is the degree to which learners achieve their Academic goals/outcome of education.

**Guidance and counselling practices** Refers to activities carried out by teachers with the help of the principals towards students' well-being while in secondary schools.

**Principals' management practices** Refers to those activities practiced by the principals in order to achieve academic performance among secondary school students.

**Provision of rules and regulations** Refers to setting up of guiding principles aimed at controlling or managing students' behavior while at school.

**Parental engagement** Refers to involvement of parents in school with school activities that concern students for the academic welfare of students while at school.

**Supervisory practices** Refers to activities carried out by the principals to ensure proper teaching and learning is taking place at school.



Mount Kenya University

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This section addresses related literature on principals' management practices and academic performance. Literature involved review on principals' provision of rules and regulations, guidance and counselling, parental engagement as well as supervisory practices of the principals. Also, addressed is theoretical framework as well as conceptual framework. Moreover, gaps in the research as well as summary of literature looked at is also addressed.

#### 2.1 Empirical Literature Review

Schools have to incorporate planning and design specific activities that must involve all the parents, teachers and board members to achieve efficiency in learning. Leadership and strategic management are very critical in achieving high academic performance (Odide, 2021). The leadership and administration delivered by Principals influence the teachers' working conditions. The success outcomes of students and the effectiveness of teachers are also directly affected by the school leadership (Gakenia et al., 2017). There are three types of leadership that Principals can use in schools. Transformational leadership focuses on aiding staff progress and sustain a shared, skilled school philosophy, teacher progress and aiding teachers to solve difficulties more efficiently (Amoli & Aghashahi, 2016). Another type of leadership is Facilitative Governance that focuses more on conducts that develop the shared capability of a school to adjust, resolve difficulties, and increase performance (Nzioka, 2014a). The third type of leadership is Visionary Leadership where principals ensure that schools are deeply committed to the shared vision, and the principals are the main actors. (Carlsruhe, 2015). In schools, tactic planning is a management instrument for organizing the current origin of the anticipated future. The planning process provides a path plan to lead the school from the current position to desired future position (Gbollie & Keamu, 2017).

The strategic management process involves setting up mission, vision and core values of organizations. This process is continuous and must involve different actors including teachers, students, parents, government and communities among other stakeholders (Brorström, 2020).

## **2.2 Principals' Provision of Rules and Regulations Practices and Students' Academic Performance**

One of the major common and appropriate strategies to inculcate manners in learners is to implement rules and regulations fairly (Adams, 2003). This guarantees control and orderliness of behavior. There is a need for comprehensive approach of implementing school rules and regulations for effective results. There is a need to be keen in making of the rules and the same should be reviewed time to time. All parties should own the rules and regulations. Lack of democracy leads to breaking of the rules leading to riots, strikes and violence. The flow of orders from the administrators to the students has also been a problem. In the research done by Brato (2003), he found out that in schools, students loiter in villages, school compounds, others arrive late for classes. Time is a key factor to consider in academic performance. According to Brygaba (2001) punctuality needs to be observed by the students, teachers, support staff, principal and parents. School rules and regulations play a great role in observing time. Most Secondary schools do not respect the designed time-tables leading to an overlap of activities which brings about malfunctioning of the whole system of the day. Lack of social order in the society affects the school as well. (Grossnickle and Frank 2006). Parents and the social environment also influence students' conduct.

Compliance through caning is not discipline but rather a form of dehumanization. It is brutal and instills fear in the child which inhibits normal growth of the child and productivity (Kiprop, 2007). The children's Act 2001, laws of Kenya categorize corporal punishment as a

form of violence against children. So, the Act outlaws it. Guidance and counseling have not been fully embraced in secondary schools yet it is one of the best methods of reforming students. Good discipline at school plays the role of achieving the expectations and goals. Lack of discipline has affected learners' performance and progress in school (Wood, Nicholson and Findley, 2005). Most students have negative attitude towards school rules and regulations (Kamau and Njenga, 2009). This could be due to the fact that adolescence stage is taking place in the students. They develop rebellious attitude at this time.

### **2.3 Principals' Guidance and Counseling Services Practices and Students' Academic Performance**

Psycho-analysis according to Sigmund Freud is a psychological method meant for understanding and curing mental illness. Human beings at some levels are controlled by information in the unconscious mind after having taken place in the far past and were not resolved as is the case in the theory of resistance and repression (Guntrip, 2018). The importance of sexuality and of the Oedipus complex and infantile experiences cannot be ignored. The unconscious is an autonomous part of the mental apparatus. It takes place when a student encounters a traumatic, painful experience. The pleasure principle makes the unconscious both strive for pleasure and avoid displeasure. (Elliot, 2015). The reality principle on the contrary seeks to be patient until the need can be eliminated by an adequate action. The Id, Ego and superego play an important part in one's personality. The Id part of the mind follows the instincts and drives that are inborn in every human being. (Boothby, 2014), always looking for either satisfaction of needs or destruction.

The second is the superego which is a kind of moral faculty of the mind that acts in accordance with the societal norms the individual learnt to bring about perfection. The demand of the id and the super- ego is fought at the expenses of the ego. The academic performance is reviewed

through the cognitive development theory that is dependent on the above. Social interaction brings about the development of cognition. For good academic performance a child has to be in a good enhancing environment. The social learning theory (Bandura, 1978) and Santrock (2009) looks at domestic violence as emanating from observing and modeling other peoples' behavior. A person who observes reinforcements of violent behavior from the society is likely to be violent too. (Bandura 2017). Counselors assist troubled students by offering them information to understand the difficulty they are going through (Hanson, 2018). Students are guided on career issues and subject choices. (Ogbuanya et al, 2018).

Guidance and counseling teachers help in mentoring of students in terms of their career process. Lane (2016) and Owen and Gunen, (2015). Guidance and counseling should encourage both boys and girls to do away with the beliefs that there are subjects for boys and girls (Morshed, 2017). If a female student wants to be an electrical Engineer, she should focus on mathematics and physics. (Hill, Mammarella, Devine Caviola, Passolunghi and Szucs, 2016). Parents should advise children on career matters and leave them to make personal choices with the help of teachers at school. This is because career relevance changes with time. Secondary school children are teenagers and have lots of problems affecting their lives. According to Morshed, (2017), students are easily affected by behavioral and emotional disorders (psycho-social issues). Issues like academic achievement, romance and love, drug abuse, discrimination and economic hardships at home affect them. As a result, they end up becoming truants, violent, socially withdrawn, having discipline issues and attempts to commit suicide. Guidance and counseling should deal with these issues to enhance good performance in academics. There has been little formal guidance and counseling programs in many schools which poses a great danger to school performance. UNESCO, (2015).

Love and romance are one of the relationships practiced by learners. First relationships are

usually very strong and uncontrollable. It is bound to do some damage. Wang and Degol (2016). Teens at this time waste a lot of time bonding, going out together, dating and fantasizing about their love (Wilson, 2017). Unplanned pregnancies put the girls in a position of untimely responsibilities. Schooling is normally disrupted. (Kutsuruba, Klinger and Hussain, 2015). According to the US Department of Health, about 250,000 babies born in 2015 were of teenage mothers. Students also engage in lesbianism and gaysim (Lipkin, 2018). Vibrators have found their way into schools with girls. All these activities are done at the expense of studies. Many contact sexually transmitted diseases. Family problems like disputes, parent's illiteracy (Lai Yeung, 2014), negligence of parents on child's needs, physical abuse against the males (Anil, 2017) poverty, chronic illness of parents, substance abuse especially bhang and alcohol are contributing factors to students' failure. Abuse of drugs leads to addiction. Over use after addiction makes the user experience alteration of brain chemistry, health complications, accidents and injuries. It also causes impaired judgment, hallucinations, truancy, financial constraints and sometimes death. Personally, memory and bodily processes change. Other drugs are injected leading to infections due to sharing of syringes for example, HIV, Hepatitis B and C. Illegal drugs like Bhang leads students to be taken to court and be jailed. Counselor teachers are able to detect signs of drug abuse like lack of interest to what they used to love, changing friends a lot, ignoring personal care and hygiene, spending time alone, sleeping at odd hours, eating a lot, having problems with teachers, peers and parents. (Kamore and Tiego, 2015). Such makes a school unsafe for everyone. Counseling should be done to students as to why they are in school. Those with learning challenges and go through difficulties need to be assisted. Study skills are very important and should be discussed with students (Gysber and Henderson, 2014). Time management skills are crucial in school. (Grisom, Loeb and Mitani, 2015). Students with poor time management skills are not well organized so they miss out on some issues. They are not

aware of what to begin with. They get anxiety and fatigue and eventually mental exhaustion. Burn out syndrome is common in Secondary schools (Ariani, 2017) Others read a lot and go sleepless nights. Burn out state even erodes what has been learnt. The learner loses concentration and cannot learn anything new. Others have learning difficulties or lack of concentration while learning, and others become truants due to fees problems. According to Suggate, (2016) these students need help to prepare for exams. If they are not assisted, they drop out of school. Some attempt to commit suicide when parents and teachers push them too hard to perform due to much frustration and stress. It is possible to help them pass their exams as asserted by Haroar Dohir, Julius Dohir and Guomundson. (2015) especially when the child's problems are well defined. They should be supported not stigmatized. Parents can also be involved.

#### **2.4 Principals' Parental Engagement Practices and Students' Academic Performance**

Parents and guardians also provide meals, safety of the child, being role models of learning and hard work, setting high standards of expectations, setting tight family schedules and provide a good studying place and supportive environments for the child to do well in academics. High levels of partnership among teachers and parents are key in meeting the needs of the children in these times when teachers and children are responding to high expectations, economic difficulties and time constraints (Epstein, 1995). A teacher needs to understand the family, language and way of life of a child to help them to learn. Back at home, parents engage the children in talks on positive behavior, values and character traits. Schools communicate with parents about school programs and students' progress.

Regular calls between teachers and parents make it possible to discuss problems of the child when they occur (Grolnick, 1994). Principals should be in the forefront in encouraging the two-way communication and parents' role in ensuring high standards of education are

attained. WhatsApp groups, Newsletters and parents' associations are good mediums for such communications. Teachers should advise parents to allocate time to engage in talks about school. A study by Jeines (2007) proved that there is a positive relationship between parents that are supportive, loving, and maintain an adequate level of discipline and good performance. School involvements like ensuring children have instructional materials, attending sports days, academic clinics and attendance to parents' meetings (Hoover, 1997) have a special place in raising the scores of the children.

## **2.5 Principals Supervisory Practices and Academic performance**

Supervisory practices are things like classroom visitation, checking teachers' records, students' work and motivating staff and students to do even better. Mutua, (2011). According to Kitavi, (2005), the principal's assessment through observing a teacher in classroom as he presents a lesson and have himself observed also by other teachers as well and then discuss the sessions is the potential for academic improvement. Record keeping is very important in the teaching/learning process and can be done through lesson notes, progress records, exam files, lesson plans, and schemes and records of work covered. A principal who does not attend classes does not learn the attitudes and reactions of students (Wellington, 2008). The challenge is that principals have little time due to mandatory administrative work but with the little time they have, the above can be done Mavindu (2013)

## **2.6 Theoretical Framework**

The theories given below have been considered in developing the study.

### **2.6.1 Administrative Theory of Management by Fayol**

Fayol conducted a systematic study of work in 1916. He came up with the fact that both laborers and the management spent most time working to realize greater efficiency. He also noticed that workers who guide themselves to performing their duty, lead to much waste and inefficiency (Okumbe, 2017). He said that management strategies involved organizing,

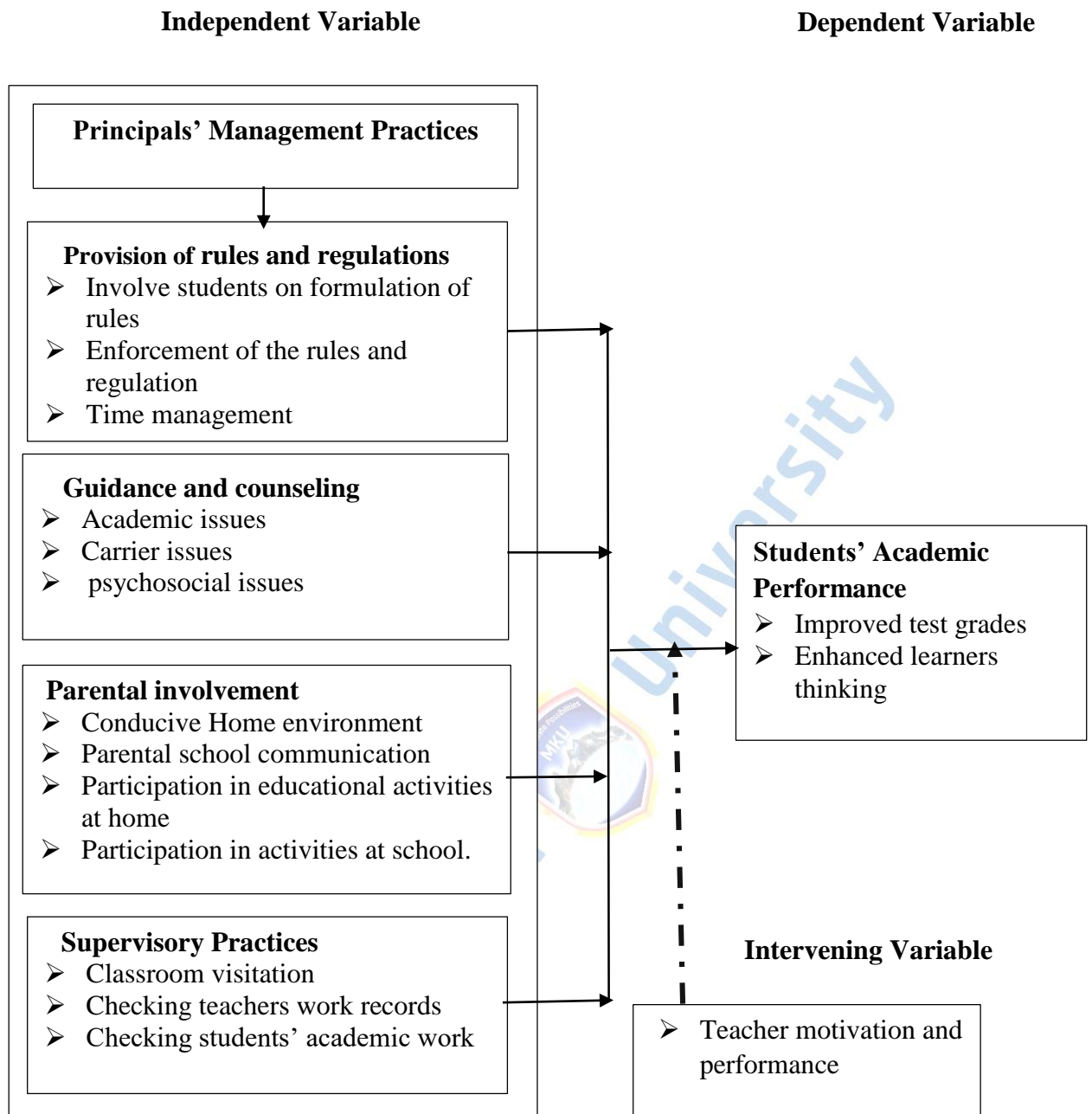
commanding, Division of work, specialization in specific areas of work and that Managers were the authority. Principals in their management capacities should formulate and implement school plans and give orders, propagate unity of direction and stability of tenure to assure workers job security among others. (Amoli and Aghashahi, 2016). Fayol was concerned with increasing efficiency among the executives who are the school principals in this case. (Boon, 2021). The theory emphasizes that principals should undergo training and there be a separation of principal's duties as managers and the other staff members who are supervised by the principals.

### **2.6.2 The Systems Theory**

According to Bertalanffy, (1972) a school as an open system takes input from the community and disseminates the knowledge to the community as an output. The curriculum, teaching materials, finances, teachers, parents, students flow into the institution. The principals' coordinate everything as they carry out their duties. The goals of the school are achieved through the processes of parental involvement, instructional supervision, guidance and counseling and enforcing of rules and regulations among others. The quality of the principals' management practices determines the academic success of the students, school and the community

### **2.7 Conceptual Framework**

The principals' management practices can be displayed in a flow chart / diagram such as the one given below. Principals are involved in various practices like instructional supervision, encouraging parental involvement, ensuring guidance and counseling is done in the school, enforcement of school rules and regulations which lead to improved performance. These constitute the independent variables while dependent variables are good grades and well-behaved students. Intervening variables include among others, the activities of the stakeholders and the teaching/learning process, attitudes of the stakeholders and Government initiatives.



**Figure 1** *Conceptual Framework*

## 2.8 Research Gaps

The principal should involve all stakeholders to make their contributions and do their roles in parental involvement, instructional supervision, guidance and counseling and enforcing school rules and regulations. Many studies conducted on the principals' practices in secondary schools, both locally and internationally, converge to the point that when the administrators adjust and take their roles with the gravity it deserves, the existing loop holes

can be managed. The extent to which the principals' practices influence academic performance is not agreed upon (Kamind 1998) and here recommended further research on the same. The study is intended to investigate the effects of principals' management practices on students' KCSE performance in public schools in Kaloleni sub-county.

## **2.9 Summary of Literature Review**

Literature review addressed management practices by principals as principals' strategies matter a lot in determining the performance of students in secondary schools. Therefore, principals' rules and regulation practices, guidance and counselling practices, parental involvement and supervisory practices literature was reviewed although it is not clear how individual principal's practices affect performance in secondary schools in Kaloleni sub-county, thus the study. Also, theoretical together with conceptual frameworks and gaps in research were also addressed.



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## CHAPTER THREE

### RESEARCH METHODOLOGY AND DESIGN

#### 3.0 Introduction

All the description of the approach used in the study are found in this chapter. It mostly deals with the design of the research where the study is done, the targeted population, the size of the sample, the procedure for determining the sample, the apparatus used and how reliable and valid the instruments are. Data collection process, logistics and the ethical considerations are part the content of this chapter.

#### 3.1 Research Methodology

Research employed quantitative techniques creating more comprehensive representation of the research problems. This method worked well since there was gathering and analysis of data at a lesser time than would take when using qualitative data. In addition, by using quantitative method, a bigger number of people or participants were surveyed and the data that could be measured also taken. Also, data gathered depended on the participants' opinions and information rather than reported words that could be distorted.

#### 3.2 Research Design

This study used a descriptive survey technique because it is known to be more elaborate than the exploratory method and usually results in well-articulated findings. There will be no association between the respondents taking part in the filling in of questionnaires and those undergoing interviews. Furthermore, the method is used to collect both qualitative and quantitative information and therefore more suitable in a given study as put forward by Creswell (2014)

#### 3.3 Location of the study

The research is based in Kaloleni sub-county, in Kilifi County. This Sub County has an approximated population of 193,982 people in an area of 706.1 km<sup>2</sup>, giving a population

density of 274.3 persons per km<sup>2</sup> based on 2019 census. The daily economic activities are trade, small scale livestock rearing, and tourism and subsistence agriculture. In terms of education this is one of the sub counties that record low grades in KCSE examination.

### 3.4 Target Population

The number of public secondary school in Kaloleni Sub County are 22. Then, the population target for principals 22, teachers 396, students 3520 and parents 3500 as put in table below.

**Table 2 Target Population**

| <b>Respondent</b> | <b>Target population</b> |
|-------------------|--------------------------|
| Principals        | 22                       |
| Teachers          | 396                      |
| Students          | 3520                     |
| Parents           | 3500                     |
| <b>Total</b>      | <b>7438</b>              |

Source; Researcher, 2024

### 3.5 Sampling Procedures and Sample size

To determine sample size the researcher employed Yamanes formula as follows:

$$\text{Desired sample size} = \frac{\text{Population targeted}}{1 + \text{Population targeted}(0.05^2)}$$

$$No = \frac{7438}{1 + 7438(0.05^2)}$$

$$No = 398$$

These formulae ensured that the samples obtained have a very high similarity and uniformity hence leading to high degree of proportional representation of 10 principles, 90 teachers, 160 students and 138 parents as illustrated in table below.

**Table 3** *Sample size grid*

| <b>Respondents</b>      | <b>Population Target</b> | <b>Size of Sample</b> | <b>Sample techniques</b> |
|-------------------------|--------------------------|-----------------------|--------------------------|
| Principals              | 22                       | 10                    | Purposive                |
| Teachers                | 396                      | 90                    | Simple random            |
| Students in form 3and 4 | 3520                     | 160                   | Simple random            |
| Parents                 | 3500                     | 138                   | Simple random            |
| <b>Total</b>            | <b>7438</b>              | <b>398</b>            |                          |

Source; Researcher, 2024

### **3.6 Research Instruments**

The instruments for collecting information on the various areas of interest were interviews and questionnaires.

#### **3.6.1 Questionnaires**

The questionnaire will comprise of two sections, the demographic profile and the Likert scale section based on the research objectives. The questionnaires consist a series of questions and other carefully chosen prompts for the purpose of collecting data for statistical analysis of the responses.

### **3.7 Piloting of Research Instruments**

The number of respondents used for pilot research were 40 from a sample of public secondary schools from Ganze sub- County due to its similar characteristics to Kaloleni. Therefore, 2 principals, 7 teachers, 20 students and 6 parents were involved. The piloting research was geared towards look at the suitability, clarity of questions, the relevance of the information and the appropriateness of the language used.

#### **3.7.1 Testing for Validity**

The degree to which the results of the analyzed data are a true representative of the phenomenon under investigation is the aspect of validity of the instruments. Face validity was

established through pre-testing the instruments while for content validity was improved through expert judgement with the help of my supervisor.

### **3.7.2 Testing for Reliability**

The research instruments will be tested severally in the field using the half-split method to establish their reliability. Cronbach's Alpha was used in order to determine reliability of the instruments. A higher alpha value of the range of 0 to 1 shows higher reliability of instrument. Consequently, a reliable instrument has a reliability co-efficient of 0.6 to 0.7 whereas a trustworthy system of tools had a coefficient of 0.8 hence more reliable.

### **3.7.3 Testing for Credibility**

Data triangulation through repeated analysis will be used to test the usefulness of the instruments, Reswell (2004) the data will be believable since areas of concern will have been carefully selected and responses that were not clear or ambiguous rejected.

### **3.7.4 Testing for Dependability**

Data collected was of high quality given that the respondents had been informed of their duty in the giving of information. Reporting was done to required details. Consistency was assured and richness of the data will be a leading factor.

## **3.8 Data collection procedures**

Field data collection was done by administering oral interviews to principals, questionnaires use for teachers, students and parents selected. Sampled respondents filled in the questionnaire independently. Research permit, authorization letters from NACOSTI, the county commissioner and ministerial director of education was obtained. Booking of appointments was done before the material day for administering of questionnaires.

### **3.9 Data Analysis procedures**

Data collected was edited, coded and classified. The process of data analysis involves Organizing and synthesizing of data collected in order to establish patterns among the Information gathered. Close ended questions that provide the respondents with alternative responses from which to choose will apply quantitative analysis. Open ended questions that require the respondents to give their own opinions will be analyzed using qualitative analysis techniques. Computer software called Statistical Package for Social Sciences (SPSS); VERSION 23 was used. Tables and charts were used to present responses and facilitate comparison. Methods applied were measures of central tendency, measures of dispersion, graphs, and measures of regression, guided by the research objectives.

### **3.10 Ethical Considerations**

Observed ethical issues included the following;

#### **(i) Privacy and confidentiality**

Private life issues that come up were never disclosed. There was no identifying information in the forms. The interviewees were assured beyond any reasonable shadow of doubt that data collected was confidential and that the information provided was used for purposes of the research only.

#### **(ii) Anonymity**

Assurance shall be given that no identification of one's identity or institution will be done. Any of them will be free to access the document if they wish so in order to see how useful the data will be to the general public.

#### **(iii) Informed consent**

Respondents were addressed to on the data collection mission and the need to co-operate since the findings will assist schools to come up with higher KCSE grades. Only those willing to take part in the study participated after signing a consent form. The procedure followed

was clearly explained so that nothing was left unclear.

**(iv) Storage of data collected**

For easy retrieval and reference the data was saved in electronic devices, printed materials bounded into booklets and the questionnaires were filed and kept in a safe place under lock where only researcher would access.

**(v) Voluntary participation**

All participants had the freedom to choose whether to participate or not willingly without any course of alarm.

**(vi) Mien and decorum**

Researcher maintained good code of dressing and behavior before, during and after research. Also, researcher-maintained politeness throughout the study to participants.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.0 Introduction

This chapter discusses findings on principals' provision of rules and regulations, guidance and counselling, parental engagement and principals' supervisory practices on students' academic performance.

#### 4.1 Report on Response Rate

The study response rate was 96.734 % out of the expected 398 subjects who participated in the study. Hendra and Hill (2019) and Wang and Cheng (2020) suggested that response rate of more than 70% is representative of the population from which samples are collected. The study response of 385 out of 398 was above the criterion and therefore adequate for data analysis as illustrated in table below.

**Table 4** *Response rate*

| Category     | Sample size | Respondents | percentage     |
|--------------|-------------|-------------|----------------|
| Students     | 160         | 150         | 93.75%         |
| Teachers     | 90          | 90          | 100%           |
| Principles   | 10          | 10          | 100%           |
| Parents      | 138         | 135         | 97.83%         |
| <b>Total</b> | <b>398</b>  | <b>385</b>  | <b>96.734%</b> |

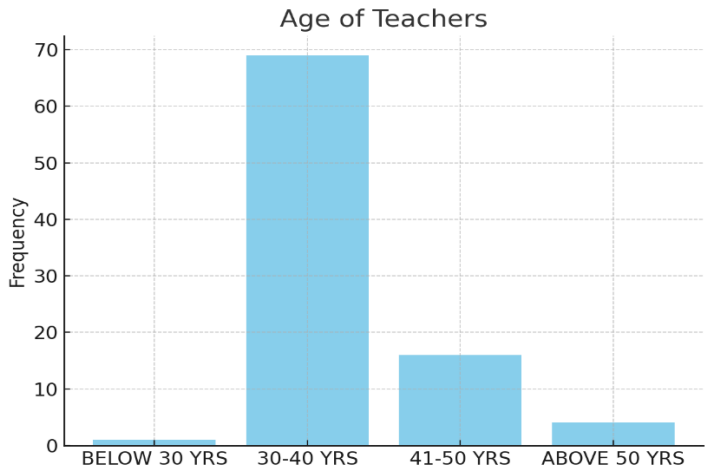
Source; Researcher, 2024

#### 4.2 Report on Demographic information of respondents

##### 4.2.1 Age of Teachers

From findings 76.67% of the teachers who participated in the study were aged between 30 to 40 years. 17.78% were aged between 41 and 50 years. 4.44% were above 50 years and only

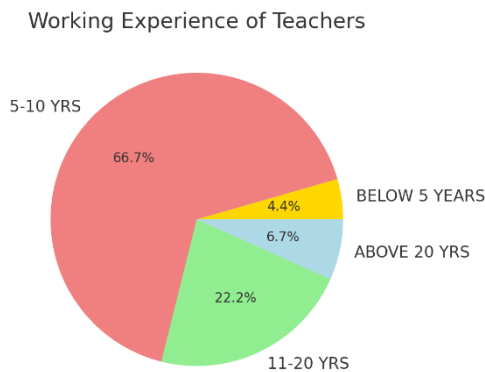
1.11% were aged below 30 years as shown in figure below where a total of 90 teachers were involved.



**Figure 2** Age of teachers

#### 4.2.2 Working Experience of Teachers

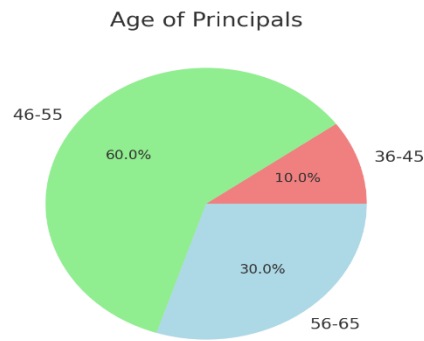
Most teachers had working experience of between 5-10 years (66.67%). 22.22% had up to 20 years of experience as demonstrated in figure below. These teachers have dealt with students for quite some time and can guide and handle school matters with the experience acquired.



**Figure 3** Working experience for teachers

### 4.2.3 Age of Principals

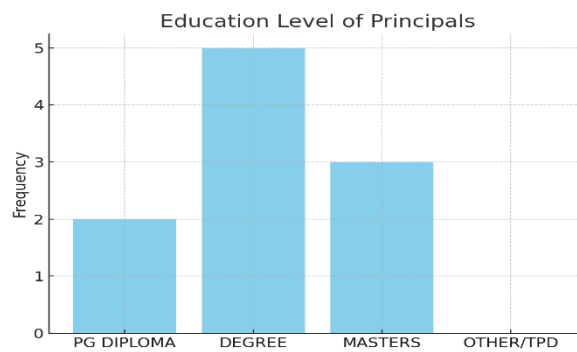
Majority of the principals (60%) ages were between 45 years and 55 years. Only 10% are between 35 to 45 years old. The rest were above 55 years of age.



**Figure 4** *Age of Principals'*

### 4.2.4 Level of Education of Principals

All (100%) the principals had undergone the Teacher Professional Development Course. Majority of the Principals were degree holders, 30% had Master's degree. 20% had post Graduate Diploma which means they had degrees in non-education courses as demonstrated in figure below. The principals are therefore highly competent in their work.



**Figure 5** *Education Level of Principals*

### 4.2.5 Principals Length of Service

Results indicated that 40% of the principals had served for more than 30 years while another 40% had served for 25 to 29 years as shown in table below. Therefore, principals were

experienced in handling students.

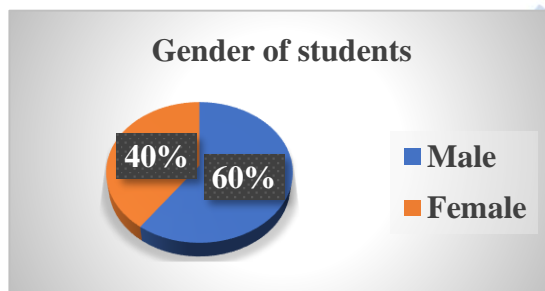
**Table 5** *Length of Service for Principals'*

| <b>LENGTH OF SERVICE</b> | <b>FREQUENCY</b> | <b>Percentage (%)</b> |
|--------------------------|------------------|-----------------------|
| 20-25 YRS                | 2                | 20%                   |
| 26-30 YRS                | 4                | 40%                   |
| ABOVE 30 YRS             | 4                | 40%                   |
| <b>TOTAL</b>             | <b>10</b>        | <b>100%</b>           |

Source, Researcher, 2024

#### 4.2.6 Gender of Students

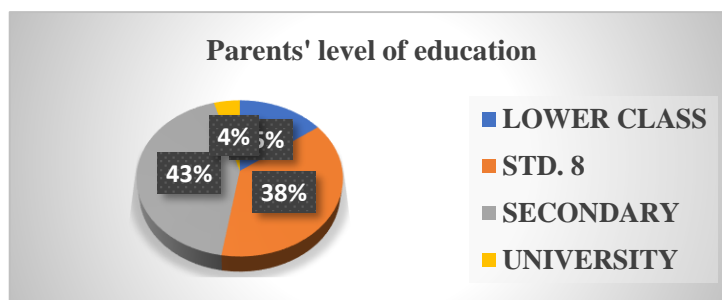
There were 150 students who participated in research out of which 60 were female students while 90 were male students as shown in figure below.



**Figure 6** *Gender of students*

#### 4.2.7 Level of Education of Parents

Level of education of parents was also captured by tools where results indicated that 5.00 % (20) had a not reached class 8 while 38% (51) had a class 8 certificate, 43.00% a form four certificate and only 4.0 % (6) had a post graduate qualification as shown in figure below.



**Figure 7** *Parents Level of education*

### 4.3 Report on Principals' Provision of Rules and Regulations Practices and Students' Academic Performance.

#### 4.3.1 Teachers' Responses on School Rules and Regulations

Responses of teachers on whether students were involved in the formulation of rules and regulations of the school were as shown below

**Table 6** *Involvement of students when formulating school rules and regulations*

| RESPONSES         | FREQUENCY | MEAN       | STD.DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|---------------|-------------|
| Strongly agree    | 30        | 150        | 39.00         | 33.3%       |
| Agree             | 36        | 144        | 0.62          | 40%         |
| Not sure          | 6         | 18         | 4.54          | 6.67%       |
| Disagree          | 18        | 36         | 62.10         | 8.89%       |
| Strongly disagree | 0         | 0          | 0             | 0%          |
| <b>TOTAL</b>      | <b>90</b> | <b>348</b> | <b>106.26</b> | <b>100%</b> |

Source: Researcher, 2024

33.3% of respondents strongly agree with the statement, indicating a significant level of strong support. 40% of respondents agree, showing general support for the statement. 6.67% of respondents are unsure, suggesting a small proportion of uncertainty or lack of opinion. 8.89% of respondents disagree, indicating a minor level of disagreement. **Strongly disagree (0%)**: No respondents strongly disagree, reflecting that none have strong opposition. The total responses sum to 100%, and the combined data shows that the majority support the statement (73.3% agree or strongly agree), with very little disagreement. The data reveals a strong majority in favor of the statement, with 73.3% of respondents agreeing or strongly agreeing. There is minimal disagreement or strong opposition, suggesting overall support for the statement.

**Table 7** Whether Student Council played role school rules formulation

| RESPONSES         | FREQUENCY | MEAN       | STD.DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|---------------|-------------|
| Strongly agree    | 18        | 90         | 58.32         | 20%         |
| Agree             | 18        | 72         | 11.52         | 20%         |
| Not sure          | 18        | 54         | 0.72          | 20          |
| Disagree          | 36        | 72         | 51.84         | 40%         |
| Strongly disagree | 0         | 0          | 0             | 0%          |
| <b>TOTAL</b>      | <b>90</b> | <b>288</b> | <b>122.40</b> | <b>100%</b> |

Source: Researcher, 2024

Participant's responses on whether the students' council played an important role in ensuring the school rules and regulations were followed, 20% of respondents strongly agree with the statement, indicating some level of strong support. 20% of respondents agree, reflecting general support for the statement. 20% of respondents are unsure, indicating an equal proportion of uncertainty or indecision. 40% of respondents disagree, showing that a significant portion of respondents have a negative view. No respondents strongly disagree, meaning there is no extreme opposition. The total responses sum to 100%, with a balanced distribution among the categories, though there is a notable proportion of disagreement (40%). The data shows a significant portion of disagreement (40%), which suggests that the statement is not well received by a substantial group of respondents. There is an equal distribution among strong agreement, general agreement, and uncertainty (20% each), indicating a mixed overall opinion. No extreme disagreement was recorded, which may suggest that while there is substantial disagreement, it is not particularly intense.

**Table 8** Responses on whether law breakers faced consequences

| RESPONSES         | FREQUENCY | MEAN       | STD.DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|---------------|-------------|
| Strongly agree    | 54        | 270        | 19.44         | 60%         |
| Agree             | 18        | 72         | 2.88          | 20%         |
| Not sure          | 18        | 54         | 35.28         | 20%         |
| Disagree          | 0         | 0          | 0             | 0%          |
| Strongly disagree | 0         | 0          | 0             | 0%          |
| <b>TOTAL</b>      | <b>90</b> | <b>396</b> | <b>57.60</b>  | <b>100%</b> |

Source: Researcher, 2024

A majority of respondents (60%) strongly agree with the statement, indicating strong support or positive response. 20% of respondents agree, showing general support. 20% of respondents are unsure, which indicates a portion of uncertainty or indecision. No respondents disagree with the statement, suggesting that there is no significant opposition. No respondents strongly disagree, indicating that there is no extreme negativity. The data shows strong support for the statement with 60% of respondents strongly agreeing, which is a clear majority, 20% agree and 20% are not sure, indicating that while there is strong support, there is still some variation in responses. The absence of disagreement or strong disagreement suggests that while there may be some uncertainty, there is no substantial opposition to the statement. Overall, the statement is very positively received, with a dominant majority strongly agreeing.

**Table 9** Responses on whether the school dressing code was strictly followed.

| <b>RESPONSES</b>  | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|-------------------|------------------|-------------|----------------------|-------------------|
| Strongly agree    | 4                | 20          | 58.72                | 4.4%              |
| Agree             | 50               | 200         | 41.41                | 55.58%            |
| Not sure          | 2                | 6           | 0.02                 | 2.22%             |
| Disagree          | 18               | 36          | 21.4                 | 20%               |
| Strongly disagree | 16               | 16          | 69.8                 | 17.77%            |
| <b>TOTAL</b>      | <b>90</b>        | <b>278</b>  | <b>191.418</b>       | <b>100%</b>       |

Source: Researcher, 2024

A majority of respondents (55.58%) agree with the statement, indicating a significant level of support. A small percentage (4.4%) strongly agree, suggesting limited but still present strong support. 20% of respondents disagree, showing some level of opposition. A notable percentage (17.77%) strongly disagree, indicating significant dissent. A minimal percentage (2.22%) are unsure, reflecting minimal uncertainty among respondents. The highest percentage of respondents agree with the statement, reflecting overall positive sentiment. There is a considerable proportion of respondents who disagree or strongly disagree, indicating that while there is majority support, there is also notable opposition. The very low percentage of unsure respondents suggests that the statement is relatively clear to most

individuals. Overall, while the statement receives strong support from a majority, there is also a significant portion of respondents who disagree or strongly disagree, indicating a mixed overall perception.

**Table 10** *Participants' responses on whether schools empowered council members to punish those who broke the rules and regulations.*

| <b>RESPONSES</b>  | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|-------------------|------------------|-------------|----------------------|-------------------|
| Strongly agree    | 2                | 10          | 8.98                 | 2.22%             |
| Agree             | 3                | 12          | 3.63                 | 3.33%             |
| Not sure          | 70               | 210         | 0.57                 | 77.78             |
| Disagree          | 15               | 30          | 12.42                | 16.67             |
| Strongly disagree | 0                | 0           | 0                    | 0%                |
| <b>TOTAL</b>      | <b>90</b>        | <b>262</b>  | <b>25.60</b>         | <b>100%</b>       |

Source: Researcher, 2024

A significant majority of respondents (77.78%) are unsure about the statement. This indicates that the statement might be unclear or not applicable to many respondents. 16.67% of respondents disagree, showing some level of opposition to the statement. A small percentage (3.33%) agree, indicating minimal support. Only 2.22% strongly agree, reflecting very limited strong support. No respondents strongly disagree, suggesting that while there is opposition, it is not extreme. The dominant response is "Not Sure," indicating that most respondents do not have a clear opinion or are unsure about the statement. Both agreement and strong agreement are very low, while disagreement is present but not predominant. The high percentage of "Not Sure" responses suggests that the statement may need further clarification or relevance to be better understood. Overall, the data indicates that uncertainty is the prevailing response, with minimal support or opposition. This suggests that the statement might require more context or clearer articulation to elicit a more definitive opinion from respondents.

**Table 11** Responses on whether students were issued with the school rules on the admission day were tabulated below

| <b>RESPONSES</b>  | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|-------------------|------------------|-------------|----------------------|-------------------|
| Strongly agree    | 70               | 350         | 11.20                | 77.78%            |
| Agree             | 10               | 40          | 3.60                 | 11.1%             |
| Not sure          | 5                | 15          | 12.80                | 5.55%             |
| Disagree          | 4                | 8           | 27.04                | 4.44%             |
| Strongly disagree | 1                | 1           | 12.96                | 1.11              |
| <b>TOTAL</b>      | <b>90</b>        | <b>414</b>  | <b>67.60</b>         | <b>100%</b>       |

Source: Researcher, 2024

A significant majority of respondents (77.78%) strongly agree with the statement. This indicates strong support and endorsement of the statement. A smaller proportion (11.1%) agree, adding to the overall positive response but to a lesser extent. A very small percentage (5.55%) are unsure, indicating that the statement is mostly clear to respondents. Only 4.44% disagree, showing minimal opposition. A very small percentage (1.11%) strongly disagree, indicating negligible strong opposition. The data shows overwhelming support for the statement, with 77.78% of respondents strongly agreeing and an additional 11.1% agreeing. The percentages for "Not Sure," "Disagree," and "Strongly Disagree" are very low, suggesting that the statement is clear and largely agreeable among respondents. The high percentage of strong agreement reflects a high level of confidence and endorsement from the majority of respondents. Overall, the data suggests a strong consensus in favor of the statement, with minimal uncertainty or opposition.

*Table 12* Participants' responses on whether or not students' discipline was handled by a school discipline committee.

| <b>RESPONSES</b>  | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|-------------------|------------------|-------------|----------------------|-------------------|
| Strongly agree    | 50               | 250         | 12.00                | 55.55%            |
| Agree             | 36               | 144         | 9.36                 | 40%               |
| Not sure          | 4                | 12          | 9.04                 | 4.44%             |
| Disagree          | 0                | 0           | 0                    | 0%                |
| Strongly disagree | 0                | 0           | 0                    | 0%                |
| <b>TOTAL</b>      | <b>90</b>        | <b>406</b>  | <b>30.40</b>         | <b>100%</b>       |

Source: Researcher, 2024

More than half of the respondents (55.55%) strongly agree with the statement, indicating a strong and positive endorsement. A substantial proportion (40%) agree with the statement, contributing to the overall positive sentiment. A small percentage (4.44%) are unsure, suggesting that the statement is mostly clear to respondents. No respondents disagree with the statement, indicating no opposition. No respondents strongly disagree, indicating no strong opposition. The data reflects a strong positive response to the statement, with a combined 95.55% of respondents either strongly agreeing or agreeing. The absence of disagreement or strong disagreement suggests that the statement is well-received and accepted by all respondents. The high mean score and low standard deviation further indicate a high level of confidence and agreement among respondents. Overall, the data suggests a clear and overwhelming positive consensus regarding the statement, with no significant opposition or uncertainty.

**Table 13** Responses on whether the students had phones in the schools.

| <b>RESPONSES</b>  | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|-------------------|------------------|-------------|----------------------|-------------------|
| Strongly agree    | 10               | 50          | 56.50                | 11.1%             |
| Agree             | 20               | 80          | 37.00                | 22.2%             |
| Not sure          | 18               | 54          | 2.34                 | 20%               |
| Disagree          | 12               | 24          | 4.92                 | 34.4%             |
| Strongly disagree | 30               | 30          | 79.50                | 33.3%             |
| <b>TOTAL</b>      | <b>90</b>        | <b>238</b>  | <b>180.26</b>        | <b>100%</b>       |

Source: Researcher, 2024

A small proportion of respondents (11.1%) strongly agree with the statement, indicating limited strong endorsement. A moderate percentage (22.2%) agree with the statement, suggesting some level of support. A significant portion (20%) are unsure about the statement, indicating a notable level of uncertainty or ambiguity. A substantial percentage (34.4%) disagree with the statement, showing significant opposition. A large portion (33.3%) strongly disagree with the statement, indicating a strong negative sentiment. The data reflects a range

of opinions, with no clear majority. The combination of disagreement and strong disagreement (67.7%) suggests a general trend of opposition. The 20% of respondents who are unsure indicates that the statement may not be clear or universally understood. The high percentage of strong disagreement (33.3%) combined with disagreement (34.4%) suggests that the statement is viewed negatively by a significant portion of respondents. Overall, the data indicates a divided opinion on the statement, with a notable tendency toward disagreement and strong disagreement, coupled with a significant level of uncertainty.

**Table 14** Responses on whether students didn't obey the school bells.

| <b>RESPONSES</b>  | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|-------------------|------------------|-------------|----------------------|-------------------|
| Strongly agree    | 4                | 20          | 26.28                | 4.4%              |
| Agree             | 16               | 64          | 40.80                | 17.7%             |
| Not sure          | 15               | 45          | 4.80                 | 16.67%            |
| Disagree          | 36               | 72          | 6.84                 | 40%               |
| Strongly disagree | 19               | 19          | 39.71                | 21.1%             |
| <b>TOTAL</b>      | <b>90</b>        | <b>220</b>  | <b>118.43</b>        | <b>100%</b>       |

Source: Researcher, 2024

A very small percentage (4.4%) strongly agree with the statement, indicating minimal strong endorsement. A modest percentage (17.7%) agree with the statement, showing some level of support. A notable portion (16.67%) are unsure about the statement, indicating a moderate level of uncertainty. A significant percentage (40%) disagree with the statement, reflecting a strong level of opposition. A considerable percentage (21.1%) strongly disagree with the statement, suggesting strong negative sentiment. The combined percentages of disagreement (40%) and strong disagreement (21.1%) indicate a strong opposition to the statement. The 16.67% who are unsure suggest that there may be ambiguity or lack of clarity regarding the statement. The low percentages of strong agreement (4.4%) and agreement (17.7%) indicate that support for the statement is relatively minimal. Overall, the data reveals a predominantly negative sentiment toward the statement, with a significant proportion of respondents expressing disagreement or strong

disagreement. There is also a moderate level of uncertainty among the respondents.

**Table 15** Responses on whether students enjoyed going home on suspension or not.

| <b>RESPONSES</b>  | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|-------------------|------------------|-------------|----------------------|-------------------|
| Strongly agree    | 18               | 90          | 56.52                | 20%               |
| Agree             | 18               | 72          | 11.52                | 20%               |
| Not sure          | 36               | 108         | 1.80                 | 40%               |
| Disagree          | 2                | 4           | 2.98                 | 2.2%              |
| Strongly disagree | 16               | 16          | 79.52                | 17.7%             |
| <b>TOTAL</b>      | <b>90</b>        | <b>290</b>  | <b>151.34</b>        | <b>100%</b>       |

Source: Researcher, 2024

20% of respondents strongly agree with the statement, showing a substantial level of strong endorsement. Another 20% of respondents agree with the statement, indicating additional support. A significant portion (40%) are unsure about the statement, which suggests a high level of uncertainty or lack of clarity. Only a small percentage (2.2%) disagree with the statement, reflecting minimal opposition. 17.7% strongly disagree with the statement, indicating some level of strong opposition. The largest group is "Not Sure" (40%), indicating that many respondents are uncertain about the statement. The percentages for "Strongly Agree" (20%) and "Agree" (20%) are equal, showing balanced support. However, the percentage for "Strongly Disagree" (17.7%) is substantial but less than the combined support. The "Disagree" category has the lowest percentage (2.2%), suggesting that while there is some opposition, it is relatively minor compared to other responses. Overall, the data shows a significant amount of uncertainty about the statement, balanced support and opposition, with minimal clear disagreement (40%)

**Table 16** Responses on whether students hated to be supervised during exams

| RESPONSES         | FREQUENCY | MEAN       | STD.DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|---------------|-------------|
| Strongly agree    | 36        | 180        | 50.04         | 40%         |
| Agree             | 20        | 80         | 0.60          | 22.2%       |
| Not sure          | 16        | 48         | 10.72         | 17.7%       |
| Disagree          | 18        | 36         | 59.58         | 20%         |
| Strongly disagree | 0         | 0          | 0             | 0%          |
| <b>TOTAL</b>      | <b>90</b> | <b>344</b> | <b>120.94</b> | <b>100%</b> |

Source: Researcher, 2024

The data reflects a range of opinions, with no clear majority. The combination of disagreement and strong disagreement (67.7%) suggests a general trend of opposition. The 20% of respondents who are unsure indicates that the statement may not be clear or universally understood. The high percentage of strong disagreement (33.3%) combined with disagreement (34.4%) suggests that the statement is viewed negatively by a significant portion of respondents. Overall, the data indicates a divided opinion on the statement, with a notable tendency toward disagreement and strong disagreement, coupled with a significant level of uncertainty.

#### 4.3.2 Principals' Responses on School Rules and Regulations

**Table 17** Response on whether learners served the promise they gave on willingness to change from habits they were punished for.

| RESPONSES   | FREQUENCY | MEAN | STD.DEVIATION | PERCENTAGE |
|-------------|-----------|------|---------------|------------|
| They do not | 4         | 0    | 3.24          | 40%        |
| Some do     | 3         | 3    | 0.03          | 30%        |
| They do     | 3         | 6    | 3.63          | 30%        |

Source: Researcher, 2024

A significant portion of respondents (40%) believes that "They do not" engage in the activity or behavior in question. 30% of respondents think that "Some do," indicating that a portion of the group is involved or engaged. Another 30% believe that "They do," suggesting that a similar portion of respondents confirms active involvement or engagement. The responses are evenly distributed among the three categories, indicating a lack of consensus or a diverse range of opinions on the matter. With 40% stating "They do not" and 30% each for "Some do" and "They do,"

there is notable variation in perceptions about involvement or engagement. This distribution suggests that there is no clear majority view, and opinions are fairly split among the respondents.

**Table 18** Responses on whether there were files for record references

| <b>RESPONSES</b>               | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|--------------------------------|------------------|-------------|----------------------|-------------------|
| No files for references        | 4                | 0           | 1.44                 | 40%               |
| There are files for references | 6                | 6           | 0.96                 | 60%               |

Source: Researcher, 2024

40% of responses are in the "No files for references" category, and 60% are in the "There are files for references" category. For "No files for references," there is some variability in responses (standard deviation of 1.44), but the mean value is 0, which might suggest this category could be less informative or consistent. For "There are files for references," the responses are more consistent (standard deviation of 0.96) with a higher mean value of 6. The data indicates a majority (60%) of responses indicate the presence of files for references, while 40% indicate the absence. The variation in responses is greater in the category without files for references.

**Table 19** Responses on whether there was Fairness in administering punishments.

| <b>RESPONSES</b>                                   | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|--|------------------|-------------|----------------------|-------------------|
| Guidelines and policies are followed               | 6                | 0           | 1.5                  | 60%               |
| Different punishments are given for the same wrong | 3                | 3           | 0.75                 | 30%               |
| Others commit wrongs and go free                   | 1                | 2           | 2.25                 | 10%               |

Source: Researcher, 2024

60% of the responses indicate that guidelines and policies are followed. 30% of the responses suggest that different punishments are given for the same wrong. 10% of the responses

indicate that others commit wrongs and go free. For "Different punishments are given for the same wrong," the responses are moderately consistent with a mean score of 3 and a standard deviation of 0.75. For "Others commit wrongs and go free," there is high variability in responses (standard deviation of 2.25) with a mean score of 2. This data suggests that the majority of responses reflect adherence to guidelines and policies, while there is some concern about inconsistent punishments and leniency towards others who commit wrongs. The high standard deviation in the "Others commit wrongs and go free" category indicates significant differences in how this issue is perceived.

**Table 20** Responses on how exam cheats were handled.

| RESPONSES   | FREQUENCY | MEAN | STD. DEVIATION | PERCENTAGE |
|---|-----------|------|----------------|------------|
| Their Exam done is not marked                     | 9         | 0    | 23.62          | 90%        |
| Buys a ream of printing papers                    | 3         | 3    | 1.15           | 30%        |
| Given punishment/ positive reinforcement is given | 10        | 20   | 1.44           | 100%       |
| Some marks are deducted from the exam             | 4         | 12   | 7.73           | 40%        |
| Sitting positions changed                         | 3         | 12   | 16.99          | 30%S       |

Source: Researcher, 2024

**90%** of responses indicate that exams are not marked. **30%** of responses involve buying a ream of printing papers. **100%** of responses mention that some form of punishment or positive reinforcement is given. **40%** of responses involve marks being deducted from the exam. **30%** of responses involve sitting positions being changed. For "Their Exam done is not marked," the high standard deviation of 23.62 suggests considerable inconsistency or a wide range of responses. For "Sitting positions changed," the high standard deviation of 16.99 also indicates significant variability. For "Buys a ream of printing papers," the standard deviation of 1.15 shows moderate variability. For "Given punishment/positive reinforcement

is given," the standard deviation of 1.44 indicates moderate variability around the high mean score. For "Some marks are deducted from the exam," the standard deviation of 7.73 suggests substantial variability. "Their Exam done is not marked" is the most frequent issue reported. "Given punishment/positive reinforcement is given" is mentioned by all respondents, indicating universal agreement on this point. The issues with high variability, such as "Their Exam done is not marked" and "Sitting positions changed," suggest there are diverse opinions or experiences within these categories.

**Table 21** Responses on the rules the students didn't like most

| RESPONSES            | FREQUENCY | MEAN | STD.DEVIATION | PERCENTAGE |
|----------------------|-----------|------|---------------|------------|
| Those on punctuality | 5         | 0    | 4.05          | 50%        |
| None                 | 1         | 1    | 0.01          | 10%        |
| All                  | 4         | 8    | 4.84          | 40%        |

Source: Researcher, 2024

**50%** of responses are categorized under "Those on punctuality," with a mean of 0 and high variability. **10%** of responses fall under "None," with a mean of 1 and very low variability. **40%** of responses are categorized as "All," with a mean of 8 and moderate to high variability. For "Those on punctuality," the high standard deviation of 4.05 suggests significant variability in responses. For "All," the standard deviation of 4.84 also indicates moderate to high variability. For "None," the very low standard deviation of 0.01 suggests that all responses are very similar. The category "Those on punctuality" is the most common, representing half of the total responses. The category "None" has very low variability, indicating that the single response in this category was very consistent. Both "Those on punctuality" and "All" show significant variability, suggesting a diverse range of opinions or experiences in these categories.

**Table 22** Responses on whether the students liked exam supervision.

| RESPONSES                    | FREQUENCY | MEAN | STD.DEVIATION | PERCENTAGE |
|------------------------------|-----------|------|---------------|------------|
| Most appreciate evaluation   | 6         | 12   | 2.94          | 60%        |
| Some do not like exams       | 1         | 1    | 0.09          | 10%        |
| Most do not appreciate exams | 3         | 0    | 5.07          | 30%        |

Source: Researcher, 2024

**60%** of responses indicate that "Most appreciate evaluation," with a high mean value of 12 and moderate variability. **10%** of responses indicate that "Some do not like exams," with a low mean value of 1 and very low variability. **30%** of responses indicate that "Most do not appreciate exams," with a mean of 0 and high variability. For "Most do not appreciate exams," the standard deviation of 5.07 suggests significant variability in responses. For "Most appreciate evaluation," the standard deviation of 2.94 indicates moderate variability. For "Some do not like exams," the very low standard deviation of 0.09 shows that the response is highly consistent. The majority of respondents (60%) feel that "Most appreciate evaluation," with a high average score, indicating a generally positive view. Only 10% of respondents express that "Some do not like exams," with very consistent responses. There is high variability in the responses for "Most do not appreciate exams," suggesting a range of opinions or experiences.

**Table 23** Responses on whether the students hated or enjoyed suspension from school'

| RESPONSES              | FREQUENCY | MEAN | STD.DEVIATION | PERCENTAGE |
|------------------------|-----------|------|---------------|------------|
| They enjoy such        | 3         | 3    | 1.47          | 30%        |
| They do not enjoy them | 7         | 0    | 0.63          | 70%        |

Source: Researcher, 2024

**30%** of responses indicate that "They enjoy such," with an average score of 3 and moderate variability. **70%** of responses indicate that "They do not enjoy them," with an average score of 0 and low variability. For "They enjoy such," the standard deviation of 1.47 suggests some

variation in responses around the mean. For "They do not enjoy them," the standard deviation of 0.63 indicates that responses are quite consistent, all falling near the mean of 0. A majority (70%) of responses indicate that "They do not enjoy them," with consistent responses suggesting a clear negative sentiment. A smaller group (30%) of respondents indicate that "They enjoy such," with some variability in responses. The low standard deviation for those who do not enjoy them shows that this sentiment is strongly shared among the respondents.

**Table 24** Responses on whether there were rules they obeyed most

| RESPONSES             | FREQUENCY | MEAN     | STD.DEVIATION | PERCENTAGE |
|-----------------------|-----------|----------|---------------|------------|
| <b>They obey all</b>  | <b>8</b>  | <b>8</b> | <b>0.32</b>   | <b>80%</b> |
| <b>They obey none</b> | <b>2</b>  | <b>0</b> | <b>1.28</b>   | <b>20%</b> |

Source: Researcher, 2024

**80%** of responses indicate that "They obey all," with a high mean value of 8 and very low variability. **20%** of responses indicate that "They obey none," with a mean value of 0 and moderate variability. For "They obey all," the standard deviation of 0.32 indicates that responses are very consistent, with little deviation from the mean of 8. For "They obey none," the standard deviation of 1.28 suggests some variability in responses, although the mean is consistently 0. The majority (80%) of respondents indicate that "They obey all," with consistent responses showing strong agreement in this sentiment. A smaller group (20%) reports that "They obey none," with moderate variability suggesting some differences in responses. The very low standard deviation for "They obey all" shows a high level of agreement among respondents on this behavior.

**Table 25** *How students were involved in formulating the rules.*

| <b>RESPONSES</b>  | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD. DEVIATION</b> | <b>PERCENTAGE</b> |
|---|------------------|-------------|-----------------------|-------------------|
| Give their ideas on the rules   | 6                | 0           | 13.5                  | 60%               |
| Students' Council members discuss the document before it is adopted.                    | 3                | 3           | 0.75                  | 30%               |
| Are involved in the review after its implementation for some time                       | 6                | 12          | 1.5                   | 60%               |
| Students suggest wrong ways of the teachers' implementing the rules at students barazas | 5                | 15          | 11.25                 | 50%               |

Source: Researcher, 2024

**60%** of responses indicate that "Give their ideas on the rules" and "Are involved in the review after its implementation for some time," with varying degrees of variability. **30%** of responses indicate that "Students' Council members discuss the document before it is adopted," with low variability. **50%** of responses indicate that "Students suggest wrong ways of the teachers' implementing the rules at students' barazas," with high variability. For "Give their ideas on the rules," the very high standard deviation of 13.5 suggests considerable differences in how this issue is perceived. For "Students suggest wrong ways of the teachers' implementing the rules at students' barazas," the standard deviation of 11.25 indicates significant variability in responses. For "Are involved in the review after its implementation for some time," the standard deviation of 1.5 shows moderate variability around the mean of 12. For "Students' Council members discuss the document before it is adopted," the low standard deviation of 0.75 indicates a high level of consistency in responses. 60% of respondents agree on both "Give their ideas on the rules" and "Are involved in the review after its implementation for some time," indicating these are prominent activities. The high standard deviations in "Give their ideas on the rules" and "Students suggest wrong ways of the teachers' implementing the

rules at students' barazas" suggest significant differences in opinions or experiences regarding these activities. The responses regarding "Students' Council members discuss the document before it is adopted" show high consistency, suggesting a shared view on this process.

**Table 26** Responses on whether students aired their views on the rules.

| RESPONSES   | FREQUENCY | MEAN | STD.DEVIATION | PERCENTAGE |
|---|-----------|------|---------------|------------|
| They actually do                                  | 6         | 6    | 0.96          | 60%        |
| They are not given opportunity to air their views | 4         | 0    | 1.44          | 40%        |

Source: Researcher, 2024

**60%** of responses indicate that "They actually do," with a mean score of 6 and low variability. **40%** of responses indicate that "They are not given the opportunity to air their views," with a mean score of 0 and moderate variability. For "They actually do," the standard deviation of 0.96 suggests that responses are quite consistent around the mean of 6. For "They are not given the opportunity to air their views," the standard deviation of 1.44 indicates some variability in responses around the mean of 0. A majority (60%) of respondents feel that "They actually do," suggesting a positive consensus on this issue. A significant minority (40%) believe that "They are not given the opportunity to air their views," with moderate variability indicating some differing opinions on this point. The low standard deviation for "They actually do" suggests strong agreement among respondents regarding this situation.

**Table 27** Responses on whether their suggestions were considered.

| RESPONSES | FREQUENCY | PERCENTAGE |
|-----------|-----------|------------|
| Yes       | 6         | 60%        |
| No        | 4         | 40%        |

Source: Researcher, 2024

**60%** of respondents answered "Yes." **40%** of respondents answered "No." The majority (60%) of respondents hold a positive view (Yes) regarding the question or statement. A

significant minority (40%) have a negative view (No). The data indicates a clear majority opinion, with a larger proportion of respondents favoring "Yes" compared to "No."

**Table 28** Responses on council leaders being empowered to enforce the rules and regulations

| <b>RESPONSES</b>                                    | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|---|------------------|-------------|----------------------|-------------------|
| Allowed to administer punishment to fellow students | 7                | 14          | 0.63                 | 70%               |
| Not encouraged to punish fellow students            | 3                | 3           | 1.47                 | 30%               |

Source: Researcher, 2024

70% of responses indicate that students are "Allowed to administer punishment to fellow students," with a high mean score of 14 and low variability. 30% of responses indicate that students are "Not encouraged to punish fellow students," with a mean score of 3 and moderate variability. For "Allowed to administer punishment to fellow students," the standard deviation of 0.63 indicates that responses are quite consistent around the mean of 14. For "Not encouraged to punish fellow students," the standard deviation of 1.47 suggests some variability in responses around the mean of 3. A majority (70%) of respondents indicate that students are allowed to administer punishment, with high consistency in this view. A smaller group (30%) feels that students are not encouraged to punish fellow students, with some variability in responses.

**Table 29** Responses on the status of discipline in the schools

| <b>RESPONSES</b> | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|------------------|------------------|-------------|----------------------|-------------------|
| Moderate         | 4                | 8           | 1.12                 | 40%               |
| Low              | 4                | 4           | 9.36                 | 40%               |
| High             | 2                | 6           | 0.44                 | 20%               |
| Improved         | 5                | 20          | 10.80                | 50%               |

Source: Researcher, 2024

40% of responses indicate "Moderate," with an average score of 8 and low variability. 40% of responses indicate "Low," with an average score of 4 and high variability. 20% of responses indicate "High," with an average score of 6 and very low variability. 50% of responses indicate "Improved," with the highest average score of 20 and high variability. For "Moderate," the standard deviation of 1.12 shows that responses are fairly consistent around the mean of 8. For "High," the standard deviation of 0.44 indicates very low variability around the mean of 6. For "Low," the high standard deviation of 9.36 suggests considerable differences in responses around the mean of 4. For "Improved," the high standard deviation of 10.80 indicates significant variability around the mean of 20. The "Improved" category is the most common, with 50% of responses and the highest average score, though with high variability. The "Low" category shows high variability, indicating diverse opinions or experiences among the respondents. The "Moderate" and "High" categories have lower variability, suggesting more consistent opinions within those groups.

**Table 30** Responses on the activeness of prefects and their reliability.

| RESPONSES         | FREQUENCY | MEAN | STD.DEVIATION | PERCENTAGE |
|-------------------|-----------|------|---------------|------------|
| highly reliable   | 0         | 0    | 0             | 0%         |
| Active            | 3         | 6    | 1.92          | 30%        |
| Moderately active | 6         | 6    | 0.24          | 60%        |
| Not active        | 1         | 0    | 1.44          | 10%        |

Source: Researcher, 2024

60% of responses indicate "Moderately active," with a high mean score of 6 and very low variability. 30% of responses indicate "Active," with a mean score of 6 and moderate variability. 10% of responses indicate "Not active," with a mean score of 0 and moderate variability. 0% of responses indicate "Highly reliable," with no responses in this category. For "Moderately active," the standard deviation of 0.24 shows that responses are very consistent around the mean of 6. For "Active," the standard deviation of 1.92 indicates moderate variability around the mean of 6. For "Not active," the standard deviation of 1.44

suggests some variability around the mean of 0. For "Highly reliable," no responses mean no variability. The majority (60%) of respondents feel that the subject is "Moderately active," with very consistent responses. A notable portion (30%) of respondents consider it "Active," with some variability. A smaller group (10%) believes it is "Not active," with moderate variability in opinions. There is no agreement or responses in the "Highly reliable" category, indicating it is not a perceived option among respondents.

**Table 31** Responses on the Presence of a disciplinary committee in the schools

| RESPONSES               | FREQUENCY | MEAN | STD.DEVIATION | PERCENTAGE |
|-------------------------|-----------|------|---------------|------------|
| Is there and active     | 6         | 12   | 0.96          | 60%        |
| Is there but not active | 4         | 4    | 1.44          | 40%        |
| Is not in place         | 0         | 0    | 0             | 0%         |

Source: Researcher, 2024

**60%** of responses indicate that "Is there and active," with a high mean score of 12 and low variability. **40%** of responses indicate that "Is there but not active," with a mean score of 4 and moderate variability. **0%** of responses indicate that "Is not in place," with no responses and no variability. For "Is there and active," the standard deviation of 0.96 shows that responses are quite consistent around the mean of 12.: For "Is there but not active," the standard deviation of 1.44 indicates some variability in responses around the mean of 4. For "Is not in place," there are no responses, so no variability is present. A majority (60%) of respondents agree that "Is there and active," with strong and consistent agreement. A smaller group (40%) indicates that "Is there but not active," with some variability in their responses. There are no responses for "Is not in place," suggesting that this option is not considered relevant by any respondents.

**Table 32** Responses on the issues that arose in school.

| RESPONSES                    | FREQUENCY | MEAN | STD.DEVIATION | PERCENTAGE |
|------------------------------|-----------|------|---------------|------------|
| Complaints about food        | 5         | 10   | 3.46          | 50%        |
| Tight programs in the school | 3         | 4    | 0.11          | 30%        |
| Arson cases                  | 4         | 0    | 4.08          | 40%        |

Source: Researcher, 2024

**50%** of responses are about "Complaints about food," with a high mean score of 10 and moderate variability. **30%** of responses are about "Tight programs in the school," with a mean score of 4 and very low variability. **40%** of responses are about "Arson cases," with a mean score of 0 and high variability. For "Complaints about food," the standard deviation of 3.46 suggests some variability in how seriously the complaints are viewed. For "Tight programs in the school," the standard deviation of 0.11 shows that responses are very consistent around the mean of 4. For "Arson cases," the standard deviation of 4.08 indicates significant differences in responses, with some viewing it as a serious issue and others as less concerning. "Complaints about food" is the most common concern, with the highest mean and moderate variability. "Tight programs in the school" is a significant concern for 30% of respondents, with very consistent responses. "Arson cases" shows high variability, indicating mixed opinions or experiences regarding the issue.

**Table 33** Responses on whether students knew the rules and have copies.

| RESPONSES          | FREQUENCY | MEAN | STD.DEVIATION | PERCENTAGE |
|--------------------|-----------|------|---------------|------------|
| Have copies        | 5         | 10   | 1.54          | 50%        |
| Do not have copies | 1         | 3    | 0.59          | 10%        |
| Some have them     | 3         | 0    | 2.08          | 30%        |

Source: Researcher, 2024

**50%** of responses indicate that "Have copies," with a high mean score of 10 and moderate variability. **30%** of responses indicate "Some have them," with a mean score of 0 and

moderate variability. **10%** of responses indicate "Do not have copies," with a mean score of 3 and low variability. For "Have copies," the standard deviation of 1.54 shows some variability in how responses are distributed around the mean of 10. For "Some have them," the standard deviation of 2.08 suggests variability in the extent to which copies are available. For "Do not have copies," the standard deviation of 0.59 indicates low variability, though this is less informative due to the small sample size. The majority (50%) of respondents indicate that they "Have copies," A smaller group (30%) indicates that "Some have them," reflecting some variability in the availability of copies. A small minority (10%) indicate "Do not have copies," with low variability around this response.

**Table 34** Responses on whether students Leaders were role models.

| <b>RESPONSES</b>              | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|-------------------------------|------------------|-------------|----------------------|-------------------|
| They are good role models     | 3                | 6           | 3.63                 | 30%               |
| They are not good role models | 4                | 3           | 0.03                 | 40%               |
| Some are good role models     | 3                | 0           | 3.24                 | 30%               |

Source: Researcher, 2024

**40%** of responses indicate that "They are not good role models," with a mean score of 3 and very low variability. **30%** of responses indicate that "They are good role models," with a mean score of 6 and moderate variability. **30%** of responses indicate that "Some are good role models," with a mean score of 0 and moderate variability. For "They are not good role models," the standard deviation of 0.03 indicates that responses are very consistent around the mean of 3. For "They are good role models," the standard deviation of 3.63 shows some variability around the mean of 6. For "Some are good role models," the standard deviation of 3.24 indicates varied opinions around the mean of 0. The largest group (40%) believes that "They are not good role models," with very consistent opinions. Two other groups (30% each) have mixed or neutral views: some think "They are good role models" and others think "Some

are good role models," with moderate variability in both cases. The variability in responses suggests that opinions about the role models are diverse, with significant differences in how they are perceived.

#### 4.3.3 Students' Responses on School Rules and Regulations

**Table 35** Responses on whether students took part in forming of rules and regulations.

| RESPONSES | FREQUENCY | MEAN | STD.DEVIATION | PERCENTAGE |
|-----------|-----------|------|---------------|------------|
| Yes       | 57        | 57   | 19.6          | 41%        |
| No        | 81        | 0    | 13.9          | 59%        |
| Total     | 138       | 57   | 33.5          | 100%       |

Source: Researcher, 2024

**59%** of responses are "No," with a higher frequency of 81 and a mean score of 0. **41%** of responses are "Yes," with a frequency of 57 and a mean score of 57. The standard deviation of 33.5 across the total indicates high variability in responses, reflecting the combined spread of "Yes" and "No" responses. A majority (59%) of respondents answered "No," indicating that this is the more common response. A notable minority (41%) of respondents answered "Yes." The total standard deviation suggests significant variability in responses, reflecting diverse opinions or a range of values in the dataset.

**Table 36** Responses on whether students gave their opinions concerning exam time tables

| RESPONSES | FREQUENCY | MEAN | STD.DEVIATION | PERCENTAGE |
|-----------|-----------|------|---------------|------------|
| Yes       | 49        | 49   | 20.4          | 35.5%      |
| No        | 89        | 0    | 11.2          | 64.5%      |
| Total     | 138       | 49   | 31.6          | 100%       |

Source: Researcher, 2024

**64.5%** of responses are "No," with a frequency of 89. **35.5%** of responses are "Yes," with a frequency of 49. The standard deviation of 31.6 across the total indicates high variability in responses, reflecting the combined spread of "Yes" and "No" responses. A majority (64.5%) of respondents answered "No," which is the most common response. A notable minority

(35.5%) of respondents answered "Yes." The total standard deviation of 31.6 suggests significant variability in the responses, indicating a diverse range of opinions or responses in the dataset.

**Table 37** Responses on whether the council members were given power to give punishments to rule breakers

| RESPONSES | FREQUENCY | MEAN | STD.DEVIATION | PERCENTAGE |
|-----------|-----------|------|---------------|------------|
| Yes       | 48        | 48   | 20.4          | 35%        |
| No        | 90        | 0    | 10.89         | 65%        |
| Total     | 138       | 48   | 31.29         | 100%       |

Source: Researcher, 2024

65% of responses are "No," with a frequency of 90. 35% of responses are "Yes," with a frequency of 48. The standard deviation of 31.29 indicates substantial variability in the overall dataset, reflecting the spread of "Yes" and "No" responses. The majority (65%) of respondents answered "No," indicating that "No" is the more prevalent response. A significant minority (35%) of respondents answered "Yes." The total standard deviation of 31.29 suggests considerable variability in the responses, highlighting the diverse opinions or data points in the dataset.

**Table 38** Responses on whether students embraced the school laws as a guide to their stay in school.

| RESPONSES | FREQUENCY | MEAN | STD.DEVIATION | PERCENTAGE |
|-----------|-----------|------|---------------|------------|
| Yes       | 94        | 94   | 9.4           | 68%        |
| No        | 44        | 0    | 20.24         | 32%        |
| Total     | 138       | 94   | 29.64         | 100%       |

Source: Researcher, 2024

68% of responses are "Yes," with a frequency of 94. 32% of responses are "No," with a frequency of 44. The standard deviation of 29.64 suggests significant variability across the total dataset, reflecting the difference between "Yes" and "No" responses. The majority (68%) of respondents answered "Yes," indicating that this is the predominant response. A smaller group (32%) of respondents answered "No." The total standard deviation of 29.64 indicates

notable variability in the dataset, showing a clear distinction between the higher number of "Yes" responses and the lower number of "No" responses.

**Table 39** Responses on whether students observed time in doing their school activities.

| RESPONSES   | FREQUENCY | MEAN | STD.DEVIATION | PERCENTAGE |
|-------------|-----------|------|---------------|------------|
| So much     | 55        | 55   | 24.75         | 40%        |
| Not so much | 74        | 148  | 8.14          | 53.5%      |
| Not at all  | 9         | 27   | 15.93         | 6.5%       |

Source: Researcher, 2024

**53.5%** of responses are "Not so much," with the highest frequency of 74. This suggests that this is the most common response. **40%** of responses are "So much," with a frequency of 55. **6.5%** of responses are "Not at all," with the lowest frequency of 9. For "So much," the standard deviation of 24.75 reflects moderate variability. For "Not at all," the standard deviation of 15.93 also indicates moderate variability. For "Not so much," the standard deviation of 8.14 shows relatively low variability, indicating more consistency in this response category. The majority (53.5%) of respondents chose "Not so much," indicating this is the prevalent sentiment. A substantial proportion (40%) responded with "So much." A smaller group (6.5%) selected "Not at all." The variability in responses suggests some differences in opinions, with "Not so much" being more consistently chosen.

#### 4.4 Report on Principals Guidance and Counselling and Students' Academic Performance

##### 4.4.1 Principals' Responses on Guidance and Counseling

**Table 40** Responses on details of how principals solved indiscipline problems in their schools.

| RESPONSES   | FREQUENCY | MEAN | STD. DEVIATION | PERCENTAGE |
|---|-----------|------|----------------|------------|
| -Guidance and counseling                                | 10        | 10   | 54.3           | 100%       |
| Involve parents   | 8         | 16   | 14.16          | 80%        |
| Giving of verbal and written warnings to the concerned. | 7         | 21   | 0.77           | 70%        |
| Give punishments like slashing                          | 10        | 40   | 4.5            | 100%       |
| Deny culprits privileges in the school                  | 2         | 10   | 5.56           | 20%        |
| Give suspensions to wrong doers                         | 3         | 18   | 21.39          | 30%        |
| Make referrals to significant others                    | 5         | 35   | 67.35          | 50%        |

Source: Researcher, 2024

Guidance and counseling and give punishments like slashing both have 100% of responses in their categories, indicating they are consistently chosen. Involve parents (80%) and giving of verbal and written warnings (70%) are also significant categories with high percentages of responses. Make referrals to significant others (50%) and give suspensions to wrong doers (30%) show moderate levels of agreement. Deny culprits privileges in the school (20%) is the least chosen category. For Guidance and counseling and give punishments like slashing, variability might be due to wide-ranging opinions or data specifics. For Make referrals to significant others, there is substantial variability around the mean. Other categories, like involve parents and giving of verbal and written warnings, show moderate to low variability, suggesting more consistent opinions within those categories. The high percentages for guidance and counseling and give punishments like slashing suggest strong agreement or

preference in these areas. Categories like make referrals to significant others and give suspensions to wrong doers show significant variability, indicating diverse opinions or responses.

**Table 41** Responses on how Principals ensured students were well guided in the issues of sexuality so that they were not affected negatively in academic performance.

| RESPONSES  | FREQUENCY | MEAN | STD. DEVIATION | PERCENTAGE |
|--|-----------|------|----------------|------------|
| Guidance and counseling                                | 8         | 8    | 58.32          | 80%        |
| Conducting sessions on individual and group counseling | 6         | 12   | 17.34          | 60%        |
| Conduct students barazas                               | 4         | 12   | 1.96           | 40%        |
| Having class discussions                               | 6         | 24   | 0.54           | 60%        |
| Have academic clinics                                  | 7         | 35   | 11.83          | 70%        |
| Calling guest speakers on the topic                    | 6         | 36   | 31.74          | 60%        |
| Give literature on sexuality related issues            | 3         | 21   | 32.67          | 30%        |

Source: Researcher, 2024

Guidance and Counseling (80%) has the highest percentage of responses, indicating it is the most widely supported or chosen approach. Have academic clinics (70%) and conducting sessions on individual and group counseling (60%) also have significant support. Having class discussions (60%) and calling guest speakers on the topic (60%) are also notable, indicating moderate support. Conduct students' barazas (40%) and give literature on sexuality related issues (30%) have lower percentages of support. Guidance and counseling and calling guest speakers on the topic show high standard deviations, reflecting a wide range of responses or opinions. Having class Discussions has very low variability, suggesting consistent opinions in favor of this approach. The most supported approaches include guidance and counseling, have academic clinics, and conducting sessions on individual and

group counseling. Methods like having class discussions and calling guest speakers are also supported but to a lesser degree. Categories with high standard deviations indicate diverse opinions among respondents, particularly in guidance and counseling and calling guest speakers on the topic.

**Table 42** Responses on how guidance and counseling in career, psychological and academic matters enhanced students' academic performance.

| RESPONSES   | FREQUENCY | MEAN | STD. DEVIATION | PERCENTAGE |
|---|-----------|------|----------------|------------|
| Through change of attitude on Math's and Physics    | 7         | 7    | 8.21           | 70%        |
| Through good time management                        | 8         | 16   | 0.08           | 80%        |
| By making and adopting use of personal study skills | 9         | 27   | 7.66           | 90%        |

**Source: Researcher, 2024**

By making and adopting use of personal study skills has the highest percentage of support at 90%, indicating it is the most favored approach among respondents. Through good time management (80%) also receives significant support, indicating it is a well-regarded strategy. Through change of attitude on math and physics (70%) is supported, though less so compared to the other approaches. Through good time management has very low variability (0.08), reflecting a high level of consensus among respondents on this approach. Through change of attitude on math and physics and by making and adopting use of personal study skills show moderate variability, indicating some diversity in responses. The most supported approach is by making and adopting use of personal study skills, suggesting it is seen as the most effective strategy. Through good time management has very low variability, indicating strong agreement among respondents. Through change of attitude on Math and Physics is also supported, though to a slightly lesser extent compared to the other approaches

**Table 43** Responses on how principals ensured staff participated in guidance and counseling in students' academic issues

| RESPONSES   | FREQUENCY | MEAN | STD. DEVIATION | PERCENTAGE |
|---|-----------|------|----------------|------------|
| Send staff for in-service course                                | 6         | 6    | 26.16          | 60%        |
| Have foster families in school and assign teachers the families | 5         | 10   | 5.95           | 50%        |
| Have class discussions guided by class teachers                 | 7         | 21   | 0.07           | 70%        |
| Delegating duties and scheduling various programs               | 8         | 32   | 6.64           | 80%        |
| Forming committees  | 6         | 30   | 21.84          | 60%        |

**Source: Researcher, 2024**

Delegating duties and scheduling various programs (80%) has the highest percentage of support, indicating it is the most favored approach among respondents. Have class discussions guided by class teachers (70%) and send staff for in-service courses (60%) also receive notable support. Forming committees (60%) and have foster families in school and assign teachers to these families (50%) show moderate to lower levels of support. Send staff for in-service courses and forming committees show high standard deviations, reflecting diverse opinions or significant differences in responses. Have class discussions guided by class teachers has very low variability, indicating a high level of agreement among respondents. Delegating duties and scheduling various programs is the most popular approach, with the highest percentage of support. Strong consensus: have class discussions guided by class teachers shows very low variability, suggesting broad agreement on this approach. Diverse opinions: categories with high standard deviations reflect a wider range of opinions, particularly in send staff for in-service courses and forming committees.

**Table 44** Responses on how principles tackled issues of poor nagging habits

| <b>RESPONSES</b>                | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.<br/>DEVIATION</b> | <b>PERCENTAGE</b> |
|---------------------------------|------------------|-------------|---------------------------|-------------------|
| Give verbal warnings            | 7                | 7           | 13.33                     | 70%               |
| Advise                          | 5                | 10          | 0.71                      | 50%               |
| Give corrective<br>punishments  | 8                | 24          | 3.04                      | 80%               |
| Teachers be good role<br>models | 4                | 16          | 10.48                     | 40%               |

Source: Researcher, 2024

Give corrective punishments (80%) has the highest percentage of support, indicating it is the most favored approach among respondents. Give verbal warnings (70%) and advise (50%) also receive significant support, though to a lesser extent compared to corrective punishments. Teachers be good role models (40%) has the lowest support among the listed options. Give verbal warnings and teachers be good role models have higher standard deviations, reflecting a wider range of responses or opinions. Advice has very low variability, indicating consistent opinions, while give corrective punishments shows moderate variability. Give corrective punishments is the most popular approach, with the highest percentage of support. Give verbal warnings also receives significant support but with higher variability. Advice and teachers be good role models have less support, with teachers be good role models receiving the lowest percentage of favor.

**Table 45** Responses on how teachers dealt with poor attitude towards some subjects.

| <b>RESPONSES</b>   | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD. DEVIATION</b> | <b>PERCENTAGE</b> |
|--|------------------|-------------|-----------------------|-------------------|
| Have role models talk to them  | 7                | 7           | 12.39                 | 70%               |
| Hold school sessions on the topic  | 6                | 12          | 0.66                  | 60%               |
| Advise teachers to handle children with care and assist them in their subjects | 7                | 21          | 3.15                  | 70%               |
| Give simpler tests and advance to tuff ones gradually                          | 4                | 16          | 11.16                 | 40%               |

Source: Researcher, 2024

Have role models talk to them and advise teachers to handle children with care and assist them in their subjects both have 70% support, indicating these approaches are highly favored. Hold school sessions on the topic (60%) also receives significant support and shows very low variability, indicating strong agreement among respondents. Give simpler tests and advance to tougher ones gradually (40%) has the lowest percentage of support among the listed options. Give simpler tests and advance to tougher ones gradually shows high standard deviation, reflecting a wide range of opinions or responses. Hold school sessions on the topic shows very low variability, suggesting a high level of consensus. Have role models talk to them and advise teachers to handle children with care and assist them in their subjects are the most favored approaches. Hold school sessions on the topic is highly supported with minimal variability, indicating strong agreement. Give simpler tests and advance to tougher ones gradually has the least support and higher variability, indicating it is less favored and opinions are more diverse.

**Table 46** Responses on how poor time management was dealt with.

| <b>RESPONSES</b>   | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.<br/>DEVIATION</b> | <b>PERCENTAGE</b> |
|--|------------------|-------------|---------------------------|-------------------|
| Punish late comers and sluggish moving students            | 6                | 6           | 12.60                     | 60%               |
| Provide role models  | 5                | 10          | 1.00                      | 50%               |
| Use peer counselors to guide fellow students on the issue. | 6                | 18          | 1.80                      | 60%               |
| Involve parents  | 5                | 20          | 12.00                     | 50%               |

Source: Researcher, 2024

Punish late comers and sluggish moving students and use peer counselors to guide fellow students on the issue both have 60% support, indicating these approaches are highly favored. Provide role models and involve parents both receive 50% support, reflecting a moderate level of favor with high variability in responses. Involve parents shows high standard deviation (12.00), reflecting a wide range of opinions or diverse responses. Provide role models has low variability (1.00), suggesting a high level of consistency among respondents. Punish late comers and sluggish moving students and use peer counselors to guide fellow students on the issue are the most popular approaches with a notable level of support. Provide role models and involve parents show moderate support, but involve parents has higher variability, indicating more diverse opinions.

**Table 47** Responses on how teachers and principals dealt with peer pressure and stereotypes among students in order to enhance good performance among students.

| <b>RESPONSES</b>                                   | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.<br/>DEVIATION</b> | <b>PERCENTAGE</b> |
|--|------------------|-------------|---------------------------|-------------------|
| Use services of peer counselors                    | 5                | 5           | 28.6                      | 50%               |
| Have guest speakers on the topic                   | 6                | 12          | 11.58                     | 60%               |
| Advise parents to guide their children on the same | 4                | 12          | 0.6                       | 40%               |
| Use class sessions by class teachers               | 4                | 16          | 1.48                      | 40%               |
| Use families in school to guide                    | 4                | 20          | 10.36                     | 40%               |
| Warn on the dangers of negative peer pressure      | 5                | 30          | 34.05                     | 50%               |

Source: Researcher, 2024

Have guest speakers on the topic (60%) has the highest percentage of support, indicating it is the most favored approach. Use services of peer counselors and warn on the dangers of negative peer pressure both have 50% support, reflecting moderate favor with high variability in responses. Advise parents to guide their children on the same, use class sessions by class teachers, and use families in school to guide each have 40% support, indicating these approaches are less favored compared to others. Warn on the dangers of negative peer pressure and use services of peer counselors show high standard deviations, reflecting significant differences in opinions. Advise parents to guide their children on the same shows very low variability, indicating strong agreement among respondents. Have guest speakers on the topic is the most popular approach with the highest support. Warn on the dangers of negative peer pressure and use services of peer counselors show high variability, suggesting diverse opinions. Approaches with 40% support, like advising parents and using class sessions or families, are less favored compared to those with higher percentages.

**Table 48** *Participants' responses on whether principals supported the guidance and counseling teachers in ensuring students were well guided in choosing subjects of their interest.*

| <b>RESPONSES</b>   | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD. DEVIATION</b> | <b>PERCENTAGE</b> |
|--|------------------|-------------|-----------------------|-------------------|
| By giving financial support  | 7                | 7           | 7                     | 70%               |
| Plan for career choice training for guidance and counseling teachers | 5                | 10          | 0                     | 50%               |
| Giving teachers token for involvement in guidance activities.        | 7                | 21          | 7                     | 70%               |

Source: Researcher, 2024

By giving financial support and giving teachers token for involvement in guidance activities both have 70% support, making them the most favored approaches. Plan for career choice training for guidance and counseling teachers has 50% support. Despite having moderate

support, it shows no variability in responses, suggesting uniform agreement among those who support it. Both by giving financial support and giving teachers token for involvement in guidance activities show moderate variability (standard deviation of 7), indicating some differences in opinions among respondents. Plan for career choice training for guidance and counseling teachers has no variability, reflecting complete consensus among supporters. By giving financial support and giving teachers token for involvement in guidance activities are the most favored strategies with high support. Plan for career choice training for guidance and counseling teachers has moderate support but shows uniformity in opinions among those who favor it.

**Table 49** Responses on whether the guidance and counseling staff in the school possessed the capacity to guide and counsel on career and current market dynamics.

| RESPONSES   | FREQUENCY | MEAN | STD. DEVIATION | PERCENTAGE |
|---|-----------|------|----------------|------------|
| All go through units of guidance and counseling and capacity building | 7         | 7    | 1.22           | 70%        |
| Career days planned in the school.                                    | 5         | 0    | 1.70           | 50%        |

Source: Researcher, 2024

All go through units of guidance and counseling and capacity building has the highest support at 70%. this approach shows low variability, suggesting a high level of agreement among respondents who favor it. Career days planned in the school has 50% support, reflecting moderate favor with some variability in responses. All go through units of guidance and counseling and capacity building has low variability (standard deviation of 1.22), indicating that responses are fairly consistent. Career days planned in the school shows moderate variability (standard deviation of 1.70), suggesting a wider range of opinions among respondents. All go through units of guidance and counseling and capacity building is the most supported approach with consistent responses. Career days planned in the school has

moderate support and some variability, indicating diverse opinions among those who favor it.

#### 4.4.2 Students' Responses on Guidance and Counseling

**Table 50** Responses on whether the students were guided on careers.

| <b>RESPONSES</b> | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|------------------|------------------|-------------|----------------------|-------------------|
| Yes              | 55               | 55          | 19.91                | 40%               |
| No               | 83               | 0           | 13.81                | 60%               |
| <b>Total</b>     | <b>138</b>       | <b>55</b>   | <b>33.09</b>         | <b>100%</b>       |

Source: Researcher, 2024

No has the majority support with 60% of the total responses, indicating that most respondents disagree or do not support the statement or question posed. Yes has 40% support, indicating a minority position. Both Yes and No-show moderate variability in responses, reflecting some differences in opinion among respondents. The majority (60%) of respondents answered "No," suggesting that this is the more common viewpoint. The "Yes" responses are less common, with 40% support. The high standard deviation (33.09) indicates considerable variability in the overall responses, highlighting diverse opinions or responses.

**Table 51** Responses on whether the students were assisted by teachers to make subject grade targets.

| <b>RESPONSES</b> | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|------------------|------------------|-------------|----------------------|-------------------|
| Yes              | 59               | 59          | 19.27                | 43%               |
| No               | 79               | 0           | 14.47                | 57%               |
| <b>Total</b>     | <b>138</b>       | <b>59</b>   | <b>33.74</b>         | <b>100%</b>       |

Source: Researcher, 2024

No has the majority support with 57% of the total responses, indicating that most respondents disagree or do not support the statement or question. Yes has 43% support, indicating a smaller portion of respondents agree or support the statement or question. Both Yes and No-show moderate variability in responses, reflecting some differences in opinion among respondents. The majority (57%) of respondents answered "No," suggesting that this is the

more common viewpoint. The "Yes" responses are less common, with 43% support. The high standard deviation (33.74) indicates considerable variability in the overall responses, highlighting diverse opinions or responses.

**Table 52** Responses on whether there were love relationships in the school.

| <b>RESPONSES</b> | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|------------------|------------------|-------------|----------------------|-------------------|
| Yes              | 88               | 88          | 11.56                | 64%               |
| No               | 50               | 0           | 20.37                | 36%               |
| <b>Total</b>     | <b>138</b>       | <b>88</b>   | <b>31.93</b>         | <b>100%</b>       |

Source: Researcher, 2024

Yes, has the majority support with 64% of the total responses, indicating that most respondents agree or support the statement or question. No has 36% support, indicating a smaller portion of respondents disagree or do not support the statement or question. Yes, shows moderate variability (standard deviation of 11.56), indicating some variation in responses. No has higher variability (standard deviation of 20.37), reflecting a wider range of opinions among respondents who chose this option. The total standard deviation of 31.93 indicates considerable variability in the overall responses, suggesting a diverse range of opinions. The majority (64%) of respondents answered "Yes," suggesting strong support for the statement or question. The "No" responses are less common, with 36% support. The high standard deviation reflects diverse opinions among respondents.

**Table 53** Responses on whether the students had been guided and counseled on boy/girl relationship.

| <b>RESPONSES</b> | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|------------------|------------------|-------------|----------------------|-------------------|
| Yes              | 133              | 133         | 0.175                | 96.4%             |
| No               | 5                | 0           | 4.645                | 3.6%              |
| <b>Total</b>     | <b>138</b>       | <b>133</b>  | <b>4.820</b>         | <b>100%</b>       |

Source: Researcher, 2024

Yes, has overwhelming support with 96.4% of the total responses, indicating near-universal agreement or support for the statement or question. No has only 3.6% support, indicating

minimal disagreement or lack of support. The standard deviation for "Yes" is extremely low (0.175), showing almost no variation in responses. The standard deviation for "No" is higher (4.645), but this reflects the small number of responses. The overwhelming majority (96.4%) of respondents answered "Yes," indicating a strong consensus or agreement. The "No" responses are very few, with only 3.6% support. The very low standard deviation for "Yes" indicates near-uniform agreement among those who supported it, while the higher overall standard deviation reflects the presence of a few dissenting opinions.

**Table 54** Responses on whether students in the school have had conflicts with their parents.

| <b>RESPONSES</b> | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|------------------|------------------|-------------|----------------------|-------------------|
| Yes              | 46               | 46          | 20.51                | 33.6%             |
| No               | 92               | 0           | 10.22                | 66.4%             |
| <b>Total</b>     | <b>138</b>       | <b>46</b>   | <b>30.73</b>         | <b>100%</b>       |

Source: Researcher, 2024

No has the majority support with 66.4% of the total responses, indicating that most respondents disagree or do not support the statement or question. Yes has 33.6% support, indicating a significant but smaller portion of respondents agree or support the statement or question. Yes, shows moderate variability (standard deviation of 20.51), indicating some variation in responses. No also has moderate variability (standard deviation of 10.22), reflecting differences in opinions among those who chose this option. The total standard deviation of 30.73 indicates considerable variability in the overall responses, highlighting diverse opinions or responses. The majority (66.4%) of respondents answered "No," suggesting that this is the more common viewpoint. The "Yes" responses are less common, with 33.6% support. The high standard deviation reflects diverse opinions among respondents.

**Table 55** Responses on whether the students who happened to lose their loved ones got special counseling.

| RESPONSES    | FREQUENCY  | MEAN      | STD.DEVIATION | PERCENTAGE  |
|--------------|------------|-----------|---------------|-------------|
| Yes          | 26         | 26        | 17.16         | 19%         |
| No           | 112        | 0         | 3.91          | 81%         |
| <b>Total</b> | <b>138</b> | <b>26</b> | <b>21.07</b>  | <b>100%</b> |

Source: Researcher, 2024

No has a strong majority with 81% of the total responses, indicating that most respondents disagree or do not support the statement or question. Yes, has only 19% support, indicating that a smaller portion of respondents agree or support the statement or question. Yes shows moderate variability (standard deviation of 17.16), indicating some variation in responses. No has low variability (standard deviation of 3.91), suggesting that responses are relatively consistent among those who chose this option. The total standard deviation of 21.07 indicates considerable variability in the overall responses, highlighting the significant difference between the "Yes" and "No" responses. The majority (81%) of respondents answered "No," suggesting that this is the predominant viewpoint. The "Yes" responses are relatively few, with only 19% support. The high standard deviation reflects a significant difference in opinions, with the majority holding one viewpoint while a minority holds the opposite.

**Table 56** Responses on whether substance and drug abuse were a problem in the school.

| RESPONSES    | FREQUENCY  | MEAN      | STD.DEVIATION | PERCENTAGE  |
|--------------|------------|-----------|---------------|-------------|
| Yes          | 60         | 60        | 19.14         | 43%         |
| No           | 78         | 0         | 14.78         | 57%         |
| <b>Total</b> | <b>138</b> | <b>60</b> | <b>33.92</b>  | <b>100%</b> |

Source (author, 2024)

No has the majority support with 57% of the total responses, indicating that most respondents disagree or do not support the statement or question. Yes has 43% support, indicating a significant portion of respondents agree or support the statement or question. Yes, shows moderate variability (standard deviation of 19.14), indicating some variation in responses. No also has moderate variability (standard deviation of 14.78), reflecting differences in opinions

among those who chose this option. The total standard deviation of 33.92 indicates considerable variability in the overall responses, highlighting diverse opinions or responses. The majority (57%) of respondents answered "No," suggesting that this is the more common viewpoint. The "Yes" responses are less common, with 43% support. The high standard deviation reflects a diverse range of opinions among respondents.

#### 4.4.3 Teachers Responses on Guidance and Counseling

**Table 57** Responses of Teachers on whether they could guide and council students on various areas of their lives

| RESPONSES         | FREQUENCY | MEAN       | STD. DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|----------------|-------------|
| Strongly agree    | 65        | 325        | 7015           | 72.2%       |
| Agree             | 20        | 80         | 9.00           | 22.2%       |
| Not sure          | 5         | 15         | 13.95          | 5.55%       |
| Disagree          | 0         | 0          | 0.00           | 0%          |
| Strongly disagree | 0         | 0          | 0.00           | 0%          |
| <b>TOTAL</b>      | <b>90</b> | <b>420</b> | <b>30.10</b>   | <b>100%</b> |

Source: Researcher, 2024

Strongly agree has the highest support with 72.2% of the total responses, indicating that most respondents strongly agree with the statement or question. Agree has 22.2% support, indicating a significant portion of respondents agree. Not sure has 5.55% support, indicating a small portion of respondents are unsure. Disagree and strongly disagree both have 0% support, indicating no respondents disagree with or strongly disagree with the statement or question. The overwhelming majority (72.2%) of respondents strongly agree, indicating a strong consensus in favor of the statement or question. An additional 22.2% agree, reinforcing the positive stance. A small fraction (5.55%) was unsure, with no opposition reported. The data suggests a clear majority agreement with minimal variability in disagreement or uncertainty.

**Table 58** Responses on whether the form four were definite on the courses and careers they wanted to pursue

| <b>RESPONSES</b>  | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD. DEVIATION</b> | <b>PERCENTAGE</b> |
|-------------------|------------------|-------------|-----------------------|-------------------|
| Strongly agree    | 2                | 10          | 16.96                 | 2.22%             |
| Agree             | 4                | 16          | 14.60                 | 4.44%             |
| Not sure          | 30               | 90          | 24.90                 | 33.3%             |
| Disagree          | 18               | 36          | 0.18                  | 20%               |
| Strongly disagree | 36               | 36          | 42.84                 | 40%               |
| <b>TOTAL</b>      | <b>90</b>        | <b>188</b>  | <b>99.48</b>          | <b>100%</b>       |

Source: Researcher, 2024

Strongly disagree has the highest percentage with 40% of the total responses, indicating that a significant portion of respondents strongly disagree with the statement or question. Not sure follows with 33.3% support, indicating a third of the respondents are uncertain. Disagree has 20% support, suggesting some level of disagreement. Agree has 4.44% support and strongly agree has 2.22% support, indicating that agreement is minimal. The high standard deviations in some categories may indicate a large spread in responses, particularly among a small number of responses. The dominant opinion is strongly disagreed, with significant uncertainty and minimal agreement. The majority opinion is strongly disagreed, suggesting strong opposition. A significant portion (33.3%) are unsure, reflecting a notable level of ambiguity. Agreement is quite low, with the majority of responses in the strongly disagree and not sure categories.

**Table 59** Responses on whether students were assisted to set subject targets in line with the higher education career requirements

| <b>RESPONSES</b>  | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD. DEVIATION</b> | <b>PERCENTAGE</b> |
|-------------------|------------------|-------------|-----------------------|-------------------|
| Strongly agree    | 5                | 25          | 16.75                 | 5.5%              |
| Agree             | 10               | 40          | 6.90                  | 11.11%            |
| Not sure          | 72               | 216         | 2.16                  | 80%               |
| Disagree          | 2                | 4           | 2.74                  | 2.2%              |
| Strongly disagree | 0                | 0           | 0.00                  | 0%                |
| <b>TOTAL</b>      | <b>90</b>        | <b>285</b>  | <b>28.55</b>          | <b>100%</b>       |

Source: Researcher, 2024

**Not sure** has the highest percentage with 80% of the total responses, indicating a significant portion of respondents are unsure about the statement or question. **Agree** has 11.11% support, indicating a minority of respondents agree. **Strongly agree** has 5.5% support. **Disagree** has 2.2% support. **Strongly disagree** has 0% support, indicating no respondents strongly disagree. The dominant opinion is **not sure**, reflecting a high level of uncertainty among respondents. The agreement is relatively low, with minimal disagreement or strong disagreement. The majority of respondents (80%) are unsure, indicating significant uncertainty. There is minimal agreement with the statement or question, with the combined support from "Strongly Agree" and "Agree" being only 16.61%. There are no responses in the "Strongly Disagree" category, indicating no strong opposition.

**Table 60** *Participants' responses on whether learners were guided on career in form two as they chose subjects*

| RESPONSES         | FREQUENCY | MEAN       | STD. DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|----------------|-------------|
| Strongly agree    | 36        | 180        | 14.76          | 40%         |
| Agree             | 50        | 200        | 6.50           | 55.5%       |
| Not sure          | 4         | 12         | 7.40           | 4.4%        |
| Disagree          | 0         | 0          | 0.00           | 0%          |
| Strongly disagree | 0         | 0          | 0.00           | 0%          |
| <b>TOTAL</b>      | <b>90</b> | <b>392</b> | <b>28.66</b>   | <b>100%</b> |

Source: Researcher, 2024

**Agree** has the highest percentage with 55.5% of the total responses, indicating a majority of respondents agree with the statement or question. **Strongly agree** follows with 40% support, indicating a substantial portion of respondents strongly agree. **Not sure** has 4.4% support, reflecting a small level of uncertainty. **Disagree** and **strongly disagree** both have 0% support, indicating no disagreement or strong disagreement. The combined percentage of agreement (Strongly Agree + Agree) is 95.5%, showing a strong consensus in favor of the statement or question. The majority of respondents (95.5%) either agree or strongly agree, indicating a strong consensus in favor. Only a small portion (4.4%) are unsure, with no respondents

expressing disagreement. There is a clear overall agreement with the statement or question, reflecting a high level of positive response among the respondents.

**Table 61** Responses on whether learners were guided on boy/girl relationship

| RESPONSES         | FREQUENCY | MEAN       | STD. DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|----------------|-------------|
| Strongly agree    | 70        | 350        | 4.20           | 77.7%       |
| Agree             | 18        | 72         | 10.44          | 20%         |
| Not sure          | 2         | 6          | 6.20           | 2.22%       |
| Disagree          | 0         | 0          | 0.00           | 0%          |
| Strongly disagree | 0         | 0          | 0.00           | 0%          |
| <b>TOTAL</b>      | <b>90</b> | <b>428</b> | <b>20.84</b>   | <b>100%</b> |

Source: Researcher, 2024

**Strongly agree** has the highest percentage with 77.7% of the total responses, indicating a dominant agreement with the statement or question. **Agree** has 20% support, adding to the overall positive response. **Not sure** has 2.22% support, reflecting very little uncertainty. **Disagree** and **strongly disagree** both have 0% support, indicating no disagreement. The combined percentage of agreement (Strongly Agree + Agree) is 97.7%, showing a very strong consensus in favor of the statement or question. The vast majority of respondents (97.7%) either agree or strongly agree, indicating a strong consensus. Only a small fraction (2.22%) was unsure, with no disagreement expressed. There is a clear and overwhelming agreement with the statement or question, reflecting a high level of positive response among the respondents.

**Table 62** Responses on whether students were guided on how to reduce conflicts with their parents

| RESPONSES         | FREQUENCY | MEAN       | STD. DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|----------------|-------------|
| Strongly agree    | 6         | 30         | 14.04          | 6.67%       |
| Agree             | 30        | 120        | 8.40           | 33.3%       |
| Not sure          | 54        | 162        | 11.88          | 60%         |
| Disagree          | 0         | 0          | 0.00           | 0%          |
| Strongly disagree | 0         | 0          | 0.00           | 0%          |
| <b>TOTAL</b>      | <b>90</b> | <b>312</b> | <b>34.32</b>   | <b>100%</b> |

Source: Researcher, 2024

**Not sure** is the most common response, with 60% of the total responses indicating uncertainty about the statement or question. **Agree** follows with 33.3% support, reflecting a moderate level of agreement. **Strongly agree** has a smaller percentage of 6.67%, indicating limited strong agreement. **Disagree** and **strongly disagree** both have 0% support, indicating no responses in these categories. The combined percentage of agreement (Strongly Agree + Agree) is 40%, showing a lower overall level of consensus in favor of the statement or question compared to the proportion of uncertainty. A significant majority of respondents (60%) are unsure, indicating a high level of uncertainty about the statement or question. Only a third (33.3%) agree with the statement, and a small fraction (6.67%) strongly agree. There is no disagreement or strong disagreement, suggesting that while respondents are uncertain, they are not opposed.

**Table 63** *Response on whether learners were guided on how to live with Ech other in school*

| RESPONSES         | FREQUENCY | MEAN       | STD. DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|----------------|-------------|
| Strongly agree    | 18        | 90         | 8.10           | 20%         |
| Agree             | 70        | 280        | 2.10           | 77.78%      |
| Not sure          | 2         | 6          | 2.78           | 2.22%       |
| Disagree          | 0         | 0          | 0.0            | 0%          |
| Strongly disagree | 0         | 0          | 0.0            | 0%          |
| <b>TOTAL</b>      | <b>90</b> | <b>376</b> | <b>12.98</b>   | <b>100%</b> |

Source: Researcher, 2024

**Agree** is the most common response, with 77.78% of the total responses agreeing with the statement or question. **Strongly agree** has 20% support, indicating a notable but smaller proportion of strong agreement. **Not sure** has only 2.22% support, reflecting very little uncertainty among respondents. **Disagree** and **strongly disagree** both have 0% support, indicating no disagreement or strong disagreement. The combined percentage of agreement (Strongly Agree + Agree) is 97.78%, showing a strong consensus in favor of the statement or

question. There is a clear consensus among respondents in favor of the statement, with 97.78% expressing agreement.

**Table 64** Responses on whether the teachers guided and counseled students on indiscipline issues in school

| RESPONSES         | FREQUENCY | MEAN       | STD. DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|----------------|-------------|
| Strongly agree    | 50        | 250        | 12.00          | 55.5%       |
| Agree             | 36        | 144        | 9.36           | 40%         |
| Not sure          | 4         | 12         | 9.12           | 4.4%        |
| Disagree          | 0         | 0          | 0.00           | 0%          |
| Strongly disagree | 0         | 0          | 0.00           | 0%          |
| <b>TOTAL</b>      | <b>90</b> | <b>406</b> | <b>30.48</b>   | <b>100%</b> |

Source: Researcher, 2024

**Strongly agree** is the most common response, with 55.5% of the total responses strongly agreeing with the statement or question. **Agree** follows with 40%, indicating a substantial level of agreement. **Not sure** is very low at 4.4%, showing that most respondents have a clear opinion. **Disagree** and **strongly disagree** have 0% support, indicating no disagreement or strong disagreement. The combined percentage of agreement (Strongly Agree + Agree) is 95.5%, demonstrating a strong overall consensus in favor of the statement or question. **Strong consensus:** There is a clear majority in favor of the statement, with a high percentage of agreement. Very few respondents are unsure, and there is no disagreement, indicating broad support for the statement.

**Table 65** Participants responses on whether teachers guide and counsel learners who lose their closer relatives

| RESPONSES         | FREQUENCY | MEAN       | STD. DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|----------------|-------------|
| Strongly agree    | 22        | 110        | 30.14          | 24.4%       |
| Agree             | 50        | 200        | 0.0            | 55.5%       |
| Not sure          | 8         | 24         | 6.88           | 8.89%       |
| Disagree          | 10        | 20         | 37.20          | 11.1%       |
| Strongly disagree | 0         | 0          | 0.0            | 0%          |
| <b>TOTAL</b>      | <b>90</b> | <b>354</b> | <b>74.22</b>   | <b>100%</b> |

Source: Researcher, 2024

**Agree** is the most common response, with 55.5% of the total responses agreeing with the statement or question. **Strongly agree** follows with 24.4%, indicating a significant but smaller proportion of strong agreement. **Disagree** has 11.1% support, indicating some level of disagreement. **Not sure** has 8.89%, reflecting a relatively small portion of uncertainty among respondents. **Strongly disagree** has 0%, indicating no strong disagreement. There is a strong consensus with the majority of respondents agreeing with the statement, as evidenced by the high percentage in the Agree category (55.5%). While there is significant agreement, there is also notable disagreement (11.1%) and some uncertainty (8.89%). The combined percentage of agreement (Strongly Agree + Agree) is 79.9%, showing a clear majority in favor of the statement.

**Table 66** Responses on whether teachers guided and counseled students on how they were to use social media responsibly

| RESPONSES         | FREQUENCY | MEAN       | STD. DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|----------------|-------------|
| Strongly agree    | 20        | 100        | 61.20          | 22.2%       |
| Agree             | 5         | 210        | 0.05           | 5.55%       |
| Not sure          | 70        | 20         | 13.30          | 77.78%      |
| Disagree          | 0         | 0          | 0.0            | 0%          |
| Strongly disagree | 0         | 0          | 0.0            | 0%          |
| <b>TOTAL</b>      | <b>90</b> | <b>330</b> | <b>74.55</b>   | <b>100%</b> |

Source; Researcher, 2024

**Not sure** is the dominant response, with 77.78% of respondents indicating uncertainty about the statement or question. **Strongly agree** has 22.2%, and **agree** has only 5.55%, showing relatively low agreement overall. **Disagree** and **strongly disagree** have 0%, indicating no disagreement or strong disagreement. A significant majority (77.78%) of respondents are unsure about the statement, indicating a high level of uncertainty or lack of information on the topic. Both **strongly agree** and **agree** categories have a combined total of only 27.75%, suggesting that the statement is not widely agreed upon. There is no evidence of strong disagreement, but the absence of disagreement does not necessarily imply agreement. The

data suggests that while there is a notable amount of uncertainty among respondents, there is limited agreement or disagreement regarding the statement or question.

**Table 67** Responses on whether teachers counseled students in regard to peer pressure

| RESPONSES         | FREQUENCY | MEAN       | STD. DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|----------------|-------------|
| Strongly agree    | 36        | 180        | 12.96          | 40%         |
| Agree             | 54        | 216        | 8.645          | 60%         |
| Not sure          | 0         | 0          | 0.0            | 0%          |
| Disagree          | 0         | 0          | 0.0            | 0%          |
| Strongly disagree | 0         | 0          | 0.0            | 0%          |
| <b>TOTAL</b>      | <b>90</b> | <b>396</b> | <b>21.60</b>   | <b>100%</b> |

Source; Researcher, 2024

**Agree** is the most common response, with 60% of respondents agreeing with the statement. This is followed by **strongly agree** at 40%. There are no responses in the **not sure**, **disagree**, or **strongly disagree** categories, indicating that respondents either agree or strongly agree with the statement. There is a strong consensus among respondents, with a total of 100% in the **Agree** and **strongly agree** categories. The absence of **not sure**, **disagree**, and **strongly disagree** responses suggests a clear and unanimous agreement on the statement or question. The data shows a high level of agreement with the statement, with no respondents expressing uncertainty or disagreement.

**Table 68** Participants responses on whether students who abused drugs were identified and counseled.

| RESPONSES         | FREQUENCY | MEAN       | STD. DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|----------------|-------------|
| Strongly agree    | 10        | 50         | 39.20          | 11.1%       |
| Agree             | 18        | 72         | 17.28          | 20%         |
| Not sure          | 34        | 102        | 0.01           | 37.78%      |
| Disagree          | 20        | 40         | 20.80          | 22.2%       |
| Strongly disagree | 8         | 8          | 32.64          | 8.89%       |
| <b>TOTAL</b>      | <b>90</b> | <b>272</b> | <b>110.93</b>  | <b>100%</b> |

Source; Researcher, 2024

**Not sure** is the most common response, with 37.78% of respondents indicating uncertainty about the statement or question. **Agree** and **disagree** categories have a combined total of 42.2%, indicating that while some respondents agree, others disagree with the statement. **Strongly agree** and **strongly disagree** responses are relatively low, suggesting that fewer respondents hold extreme views. The data shows a mix of opinions, with a notable portion of respondents unsure about the statement. The standard deviations indicate a range of opinions within each response category, suggesting varied perceptions among respondents. The data indicates a diverse set of opinions with significant uncertainty. There is a notable percentage of respondents who are unsure, and both agreement and disagreement are represented, though not overwhelmingly.

**Table 69** Responses that students with chronically sick parents were identified and counseled

| RESPONSES         | FREQUENCY | MEAN       | STD. DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|----------------|-------------|
| Strongly agree    | 10        | 50         | 36.10          | 11.1%       |
| Agree             | 7         | 28         | 5.67           | 7.77%       |
| Not sure          | 60        | 180        | 0.60           | 66.67%      |
| Disagree          | 8         | 16         | 9.68           | 8.8%        |
| Strongly disagree | 5         | 5          | 22.05          | 5.55%       |
| <b>TOTAL</b>      | <b>90</b> | <b>279</b> | <b>74.10</b>   | <b>100%</b> |

Source (author, 2024)

**Not sure** is the dominant response, with 66.67% of respondents unsure about the statement or question. **Agree** and **strongly agree** categories have relatively low percentages, indicating that a small portion of respondents strongly support or agree with the statement. **Disagree** and **strongly disagree** also have low percentages, indicating a small portion of respondents hold strong negative opinions. A significant majority of respondents are unsure about the statement or question, reflecting a high level of indecision or lack of information. There are very few responses in the **agree**, **strongly agree**, **disagree**, and **strongly disagree** categories, suggesting that extreme opinions are not prevalent. The data indicates a clear majority of

respondents are unsure about the statement, with minimal agreement or disagreement. The high percentage of uncertain responses suggests that additional clarification or information might be needed for a more informed opinion.

**Table 70** Responses on whether students were guided on how to handle their bodies

| RESPONSES         | FREQUENCY | MEAN       | STD. DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|----------------|-------------|
| Strongly agree    | 36        | 180        | 12.96          | 40%         |
| Agree             | 54        | 216        | 8.64           | 60%         |
| Not sure          | 0         | 0          | 0.0            | 0%          |
| Disagree          | 0         | 0          | 0.0            | 0%          |
| Strongly disagree | 0         | 0          | 0.0            | 0%          |
| <b>TOTAL</b>      | <b>90</b> | <b>396</b> | <b>21.60</b>   | <b>100%</b> |

Source, Researcher, 2024

The responses are overwhelmingly positive, with 100% of the respondents either agreeing (60%) or strongly agreeing (40%) with the statement or question. There is no uncertainty or negative feedback, as indicated by 0% for **not sure**, **disagree**, and **strongly disagree**. The data shows a clear consensus with high agreement levels, suggesting strong support or positive perception among respondents. The absence of responses in the **not sure**, **disagree**, and **strongly disagree** categories indicates a lack of disagreement or indecision among the respondents. The data indicates a clear and strong agreement with the statement or question, reflecting a unified positive response among the surveyed group.

**Table 71** Responses on whether Learners were guided and counseled on how to prepare for end term exams

| RESPONSES         | FREQUENCY | MEAN       | STD. DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|----------------|-------------|
| Strongly agree    | 6         | 30         | 59.04          | 6.67%       |
| Agree             | 30        | 120        | 117.60         | 33.3%       |
| Not sure          | 4         | 12         | 3.84           | 4.4%        |
| Disagree          | 10        | 20         | .0.0           | 11.1%       |
| Strongly disagree | 0         | 0          | 0.0            | 0%          |
| <b>TOTAL</b>      | <b>90</b> | <b>182</b> | <b>180.48</b>  | <b>100%</b> |

Source; Researcher, 2024

A significant portion of respondents agree (33.3%) or strongly agree (6.67%), indicating a positive perception. There is also a notable percentage of respondents who are unsure (4.4%) or disagree (11.1%), indicating some level of uncertainty or dissent. No respondents strongly disagree, suggesting that while there may be some disagreement, it is not extreme. There is a mix of agreement and disagreement, with a higher percentage of respondents agreeing rather than strongly agreeing. The substantial percentage of respondents unsure or disagreeing suggests some uncertainty or varied opinions. The high standard deviations for "Strongly Agree" and "Agree" indicate significant variability in the responses, reflecting diverse opinions within these categories. Overall, while a majority of respondents agree or strongly agree, the presence of uncertainty and disagreement highlights a range of perspectives on the issue.

**Table 72** Responses on whether students were guided on how to overcome exam anxiety

| <b>RESPONSES</b>  | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD. DEVIATION</b> | <b>PERCENTAGE</b> |
|-------------------|------------------|-------------|-----------------------|-------------------|
| Strongly agree    | 18               | 90          | 18.0                  | 20%               |
| Agree             | 54               | 216         | 0.0                   | 60%               |
| Not sure          | 18               | 54          | 18.0                  | 20%               |
| Disagree          | 0                | 0           | 0                     | 0%                |
| Strongly disagree | 0                | 0           | 0                     | 0%                |
| <b>TOTAL</b>      | <b>90</b>        | <b>360</b>  | <b>36.0</b>           | <b>100%</b>       |

Source (author, 2024)

A majority of respondents agree (60%), while a smaller proportion strongly agree (20%) or are unsure (20%). There is no disagreement among the respondents. There is no strong disagreement or disagreement, indicating that the responses are generally positive or neutral. The standard deviation for the "Agree" category is 0.0, indicating uniform agreement among those who selected this option. The majority of respondents are either agreeing or strongly agreeing, showing a positive trend. The same percentage (20%) of respondents are unsure, which could suggest areas where additional information or clarification might be needed. The absence of disagreement or strong disagreement suggests a consensus or strong support

among the respondents. Overall, the data indicates a generally positive perception with a significant portion of respondents either agreeing or strongly agreeing, while a smaller portion remains unsure

**Table 73** *Whether teachers guided and counseled learners on habits, they had*

| <b>RESPONSES</b>  | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD. DEVIATION</b> | <b>PERCENTAGE</b> |
|-------------------|------------------|-------------|-----------------------|-------------------|
| Strongly agree    | 18               | 90          | 18.0                  | 20%               |
| Agree             | 54               | 216         | 0.0                   | 60%               |
| Not sure          | 18               | 54          | 18.0                  | 20%               |
| Disagree          | 0                | 0           | 0                     | 0%                |
| Strongly disagree | 0                | 0           | 0                     | 0%                |
| <b>TOTAL</b>      | <b>90</b>        | <b>360</b>  | <b>36.0</b>           | <b>100%</b>       |

Source; Researcher, 2024

A majority of respondents agree (60%), while a smaller proportion strongly agree (20%) or are unsure (20%). There is no disagreement among the respondents. There is no strong disagreement or disagreement, indicating that the responses are generally positive or neutral. The standard deviation for the “Agree” category is 0.0, indicating uniform agreement among those who selected this option. The majority of respondents are either agreeing or strongly agreeing, showing a positive trend. The same percentage (20%) of respondents are unsure, which could suggest areas where additional information or clarification might be needed. The absence of disagreement or strong disagreement suggests a consensus or strong support among the respondents. Overall, the data indicates a generally positive perception with a significant portion of respondents either agreeing or strongly agreeing, while a smaller portion remains unsure.

**Table 74** *Responses on whether teachers guided and counseled students on time management*

| <b>RESPONSES</b>  | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD. DEVIATION</b> | <b>PERCENTAGE</b> |
|-------------------|------------------|-------------|-----------------------|-------------------|
| Strongly agree    | 18               | 90          | 18.0                  | 20%               |
| Agree             | 54               | 216         | 0.0                   | 60%               |
| Not sure          | 18               | 54          | 18.0                  | 20%               |
| Disagree          | 0                | 0           | 0                     | 0%                |
| Strongly disagree | 0                | 0           | 0                     | 0%                |
| <b>TOTAL</b>      | <b>90</b>        | <b>360</b>  | <b>36.0</b>           | <b>100%</b>       |

Source (author, 2024)

A majority of respondents agree (60%), while a smaller proportion strongly agree (20%) or are unsure (20%). There is no disagreement among the respondents. There is no strong disagreement or disagreement, indicating that the responses are generally positive or neutral. The standard deviation for the “Agree” category is 0.0, indicating uniform agreement among those who selected this option. The majority of respondents are either agreeing or strongly agreeing, showing a positive trend. The same percentage (20%) of respondents are unsure, which could suggest areas where additional information or clarification might be needed. The absence of disagreement or strong disagreement suggests a consensus or strong support among the respondents. Overall, the data indicates a generally positive perception with a significant portion of respondents either agreeing or strongly agreeing, while a smaller portion remains unsure.

**Table 75** Responses on whether teachers guided and counseled students on how they could improve in all subjects

| RESPONSES         | FREQUENCY | MEAN       | STD. DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|----------------|-------------|
| Strongly agree    | 20        | 100        | 51.20          | 22.2%       |
| Agree             | 20        | 80         | 7.20           | 22.2%       |
| Not sure          | 30        | 90         | 4.80           | 33.3%       |
| Disagree          | 16        | 32         | 31.36          | 17.7%       |
| Strongly disagree | 4         | 4          | 23.04          | 4.4%        |
| <b>TOTAL</b>      | <b>90</b> | <b>306</b> | <b>117.60</b>  | <b>100%</b> |

Source; Researcher, 2024

The responses are relatively balanced with equal proportions of agreement and strong agreement (22.2% each). A notable 33.3% of respondents are unsure, indicating a substantial portion of the population that lacks a firm opinion or requires more information. A smaller proportion of respondents (17.7%) disagree, and an even smaller portion (4.4%) strongly disagree, suggesting some dissent but not a dominant view. While there is a roughly equal split between agreement and strong agreement, a significant portion of respondents remain unsure. The high percentage of "Not Sure" responses (33.3%) indicates a need for further clarification or information on the topic. The low percentage of those who strongly disagree

suggests that, overall, the sentiment is more positive or neutral. The data reveals a complex sentiment with a considerable amount of uncertainty and a mix of agreement and disagreement. This suggests that the topic or statement might be divisive or require more context for a more definitive consensus.

## 4.5 Report on Principals Parental Engagement and Students' Academic Performance

### 4.5.1 Parents' Responses on Parental Involvement

**Table 76** Responses on whether parents encouraged their children to work hard in school.

| responses | sometimes | always | never | total |
|-----------|-----------|--------|-------|-------|
| frequency | 25        | 100    | 10    | 135   |
| % GE      | 18.5      | 74     | 7.41  | 100   |

Source: Researcher, 2024

Most of the parents 100(74%) encouraged their children to work hard in school, 25 (18.5%) sometimes, 10 (7.41%) never

**Table 77** Responses on whether parents rewarded their children when they had done well academically.

| responses | sometimes | always | never | total |
|-----------|-----------|--------|-------|-------|
| frequency | 80        | 15     | 40    | 135   |
| % GE      | 59.3      | 11.11  | 29.6  | 100   |

Source: Researcher, 2024

**Table 78** Responses on whether Parents discussed with children on relationships

| responses | sometimes | always | never | total |
|-----------|-----------|--------|-------|-------|
| frequency | 70        | 40     | 25    | 135   |
| % GE      | 51.9      | 29.6   | 18.5  | 100   |

Source: Researcher, 2024

Majority of the parents 70(51.9%) discussed with their children on relationships.

**Table 79** Responses on whether the principal encouraged parents to attend school meetings to an extent that defaulters were charged for missing to attend

| Responses | sometimes | always | never |
|-----------|-----------|--------|-------|
| frequency | 90        | 30     | 15    |
| % GE      | 66.7      | 22.2   | 11.11 |

Source: Researcher, 2024

The principals sometimes engaged parents to attend

**Table 80** Responses on whether parents made phone calls or visited school to discuss matters of Fees payment.

| Responses | sometimes | always | never | total |
|-----------|-----------|--------|-------|-------|
| frequency | 70        | 50     | 15    | 135   |
| % GE      | 51.9      | 37.05  | 11.11 | 100   |

Source: Researcher, 2024

Sometimes parents make phone calls concerning fees payments.

**Table 81** Responses on parents seeking to know the behavior of their children

| Responses | sometimes | always | never |
|-----------|-----------|--------|-------|
| frequency | 60        | 50     | 25    |
| % GE      | 44.5      | 37.05  | 18.5  |

Source: Researcher, 2024

Sometimes parents called to inquire about their children's behavior

**Table 82** Responses on parents seeking to know the performance of their children.

| Responses | sometimes | always | never |
|-----------|-----------|--------|-------|
| frequency | 30        | 55     | 50    |
| %         | 22.2      | 40.8   | 37.05 |

Source: Researcher, 2024

Parents always frequently made frequent calls to teachers concerning the performance of their children

**Table 83** Responses on whether children sent their parents their termly report forms

| Responses | sometimes | always | never | total |
|-----------|-----------|--------|-------|-------|
| frequency | 20        | 70     | 45    | 135   |
| %         | 14.8      | 51.9   | 33.3  | 100   |

Source: Researcher, 2024

Majority of the children 70(51.9%) sent their parents their termly report forms

**Table 84** Responses on whether students took newsletters from the principal to parents.

| Responses | sometimes | always | never | Total |
|-----------|-----------|--------|-------|-------|
| frequency | 30        | 90     | 15    | 135   |
| %         | 22.2      | 66.7   | 11.11 | 100   |

Source: Researcher, 2024

90(66.7%) of the children take newsletters from the principals to their parents

**Table 85** Responses on the students taking fees statement to parents.

| Responses | sometimes | always | never | Total |
|-----------|-----------|--------|-------|-------|
| frequency | 16        | 72     | 50    | 135   |
| %         | 27.5      | 53.4   | 37.05 | 100   |

Source: Researcher, 2024

**Table 86** Majority of the students 72(53.4%) took fees statements to the parents

Responses on how the principal reacted to situations where parents failed to pay fees in good time.

| RESPONSES           | FREQUENCY  | PERCENTAGE |
|---------------------|------------|------------|
| Child sent home     | 65         | 48.2       |
| Parents called      | 40         | 29.6       |
| Class teacher calls | 30         | 22.2       |
| <b>Total</b>        | <b>135</b> | <b>100</b> |

Source: Researcher, 2024

48.2% of the principals sent children home when parents failed to pay in time.

**Table 87** Responses on emphasis the principal on parents to supplement revision books

| responses | sometimes | always | never |
|-----------|-----------|--------|-------|
| frequency | 20        | 55     | 60    |
| %         | 14.8      | 40.8   | 44.4  |

Source: Researcher, 2024

The majority attest that emphasis on students by giving books was not the case

**Table 88** Responses on parents' readiness to offer extra printing papers for the form 4

| responses | sometimes | always | never |
|-----------|-----------|--------|-------|
| frequency | 60        | 40     | 35    |
| %         | 44.4      | 29.6   | 26.0  |

Source: Researcher, 2024

Sometimes parents gave printing papers to supplement the school efforts.

**Table 89** Responses on parents' contribution on field trips

| responses | frequency | %    |
|-----------|-----------|------|
| always    | 69        | 51.1 |
| some      | 40        | 29.6 |
| Never     | 26        | 19.3 |

Source: Researcher, 2024

Contributions towards field trips was common in the schools

**Table 90** Responses on whether the parents had a way of communicating with their fellow parents

| responses   | frequency | %ge  |
|-------------|-----------|------|
| Phone calls | 70        | 51.9 |
| WhatsApp    | 20        | 14.8 |
| Sms         | 10        | 7.4  |
| Visiting    | 35        | 26   |

Source: Researcher, 2024

Making home calls was the major way of the parents communicating among themselves

**Table 91** Responses on whether there were alternative ways of paying fees e.g. sending firewood, animals, cereals etc. to school

| Responses         | frequency | %ge   |
|-------------------|-----------|-------|
| Bringing firewood | 50        | 37.04 |
| Bring animals     | 25        | 18.52 |
| Bringing cereals  | 60        | 44.44 |

Source: Researcher, 2024

Parents had alternative ways of paying fees. 44.4% said Principal allowed parents to bring cereals to school for fees while about 37.04% said there is room for bringing fire wood for fees.

#### 4.5.2 Teachers Responses on Parental Involvement

Parents have a central role to play in the education of their children. They pay school fees and school charges on meal programs, clothes and general upkeep of the children. Asked whether parents visited schools for progress report of their children, they had the following responses.

**Table 92** *Distribution of teacher's responses on whether parents visited schools of their children for progress report*

| RESPONSES         | FREQUENCY | MEAN       | STD.DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|---------------|-------------|
| Strongly agree    | 18        | 90         | 25.92         | 20%         |
| Agree             | 36        | 144        | 1.44          | 40%         |
| Not sure          | 36        | 108        | 23.04         | 40%         |
| Disagree          | 0         | 0          | 0             | 0%          |
| Strongly disagree | 0         | 0          | 0             | 0%          |
| <b>TOTAL</b>      | <b>90</b> | <b>342</b> | <b>50.40</b>  | <b>100%</b> |

Source: Researcher, 2024

The largest groups of respondents are split evenly between "Agree" and "Not Sure," each category representing 40% of the responses. A smaller percentage (20%) strongly agrees with the statement, suggesting that while there is notable agreement, there is a considerable amount of uncertainty or neutrality among respondents. There is no disagreement or strong disagreement reported, indicating that no respondents are opposed to the statement or condition in question. The **mean** values show that the average score is highest for "Agree" (144), indicating a tendency towards agreement. The overall mean (342) across all categories reflects a weighted average of the responses. The **standard deviation** values highlight variability, with the highest deviation being in the "Not Sure" category (23.04), suggesting some inconsistency in opinions within that group. The low standard deviation in the "Agree" category (1.44) indicates a more uniform agreement level. The data shows a balanced response with a significant proportion of respondents either agreeing or being unsure. There is a strong consensus in agreement, but also a substantial level of uncertainty, reflecting a mixed or nuanced opinion on the matter. This indicates that while there is a general trend

towards agreement with the statement, a significant portion of respondents are unsure, suggesting that more information or clarity might be needed to solidify their stance.

**Table 93** Teachers' responses on whether the learners did their homework.

| RESPONSES         | FREQUENCY | MEAN       | STD.DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|---------------|-------------|
| Strongly agree    | 10        | 50         | 54.7          | 11.11%      |
| Agree             | 47        | 188        | 12.7          | 52.2%       |
| Not sure          | 12        | 36         | 2.8           | 13.33%      |
| Disagree          | 18        | 36         | 39.4          | 20%         |
| Strongly disagree | 3         | 3          | 18.5          | 3.33%       |
| <b>TOTAL</b>      | <b>90</b> | <b>313</b> | <b>128.1</b>  | <b>100%</b> |

Source (author, 2024)

The majority of respondents are in the "Agree" category (52.2%), which indicates a strong overall positive response to the statement. A smaller portion strongly agrees (11.11%), reflecting a less pronounced but still significant positive response. The percentage of "Not Sure" responses (13.33%) suggests some uncertainty among respondents. A notable percentage of respondents disagree with the statement (20%), and a small percentage strongly disagree (3.33%). This indicates that while the majority agree, there is a portion of respondents who do not support the statement. The **mean** values for each category show the central tendency of responses, with the highest mean being in the "Agree" category (188), suggesting this is the most common response. The **standard deviation** values indicate variability within each response category. High standard deviations in "Strongly Agree" (54.7) and "Disagree" (39.4) suggest considerable variation in how respondents perceive these categories, whereas lower deviations in "Agree" (12.7) and "Not Sure" (2.8) indicate more consistency within those groups. The overall trend indicates a general agreement with the statement, with the majority of responses falling in the "Agree" category. However, there is a notable percentage of disagreement and uncertainty, suggesting that while there is strong support, there is also a substantial portion of the population that either disagrees or is unsure

about the statement. The presence of high variability, especially in "Strongly Agree" and "Disagree," indicates diverse opinions among respondents. This reflects a generally positive sentiment toward the statement but also highlights significant variability and some level of disagreement or uncertainty.

**Table 94** Responses to this item were tabled below.

| <b>RESPONSES</b>  | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|-------------------|------------------|-------------|----------------------|-------------------|
| Strongly agree    | 9                | 45          | 28.89                | 10%               |
| Agree             | 31               | 124         | 19.22                | 34.44%            |
| Not sure          | 20               | 60          | 0.80                 | 22.22%            |
| Disagree          | 30               | 60          | 43.80                | 33.33%            |
| Strongly disagree | 0                | 0           | 0                    | 0%                |
| <b>TOTAL</b>      | <b>90</b>        | <b>289</b>  | <b>92.71</b>         | <b>100%</b>       |

Source: Researcher, 2024

A large majority of respondents (77.78%) selected "Agree," indicating strong overall agreement with the statement or condition being surveyed. Only a small percentage (2.22%) chose "Strongly Agree," suggesting that while most people are in favor, few are extremely enthusiastic. A moderate proportion (16.67%) selected "Not Sure," indicating some uncertainty or lack of a strong opinion among this group. Very few respondents (3.33%) chose "Disagree," and none chose "Strongly Disagree," suggesting that there is little to no strong opposition to the statement. The **mean** values across responses show that the overall inclination is toward agreement. The mean for "Agree" is the highest, reflecting the predominant response. The **standard deviation** values indicate variability in responses, with the highest variability being in the "Not Sure" category, suggesting some inconsistency in opinions. **Overall Trend:** The general trend is that respondents predominantly agree with the surveyed statement or condition, with very few showing strong disagreement or neutrality. This data suggests a high level of consensus among respondents, with a clear majority in favor of the statement or condition in question.

**Table 95** Teachers' responses on whether parents participated in educational activities in the school.

| RESPONSES         | FREQUENCY | MEAN       | STD.DEVIATION | PERCENTAGE  |
|-------------------|-----------|------------|---------------|-------------|
| Strongly agree    | 2         | 10         | 2.92          | 2.22%       |
| Agree             | 70        | 280        | 2.80          | 77.78       |
| Not sure          | 15        | 45         | 9.30          | 16.67%      |
| Disagree          | 3         | 6          | 9.63          | 3.33%       |
| Strongly disagree | 0         | 0          | 0             | 0 %         |
| <b>TOTAL</b>      | <b>90</b> | <b>341</b> | <b>24.65</b>  | <b>100%</b> |

Source: Researcher, 2024

The majority of respondents "Agree" with the statement (77.78%). This indicates a strong overall positive response to the statement, suggesting widespread support or satisfaction among respondents. A very small percentage of respondents "Strongly Agree" (2.22%), reflecting a much lesser degree of strong positive sentiment. A moderate percentage of respondents are "Not Sure" (16.67%), indicating some level of uncertainty or ambivalence about the statement. Very few respondents "Disagree" (3.33%) and none "Strongly Disagree" (0%). This suggests that while most respondents support the statement, there is minimal opposition. The **mean** values are highest in the "Agree" category (280), reflecting that this is the most common response. The **standard deviation** is relatively low in the "Agree" category (2.80), indicating that responses are fairly consistent among those who agree. The "Not Sure" category has a higher standard deviation (9.30), suggesting more variability in responses within this group. The overall trend shows a strong consensus in favor of the statement, with the vast majority of responses falling into the "Agree" category. The low percentage of disagreement and the absence of strong disagreement suggest that the statement is generally well-received. The presence of a small percentage of "Not Sure" responses indicates some level of uncertainty or lack of strong opinion. This data reveals that the statement is broadly supported, with a strong majority agreeing and only a very small portion disagreeing or expressing strong opposition. The high frequency of agreement and the low standard deviation among those who agree highlight a clear positive sentiment.

**Table 96** *Difference between the academic performance of the children whose parents attended academic clinics and those who did not.*

| <b>RESPONSES</b>  | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|-------------------|------------------|-------------|----------------------|-------------------|
| Strongly agree    | 50               | 250         | 12                   | 55.56%            |
| Agree             | 36               | 144         | 9.36                 | 40%               |
| Not sure          | 4                | 12          | 9.12                 | 4.44%             |
| Disagree          | 0                | 0           | 0                    | 0%                |
| Strongly disagree | 0                | 0           | 0                    | 0%                |
| <b>TOTAL</b>      | <b>90</b>        | <b>406</b>  | <b>30.48</b>         | <b>100%</b>       |

Source: Researcher, 2024

The majority of respondents (55.56%) selected "Strongly Agree." This indicates a high level of strong positive sentiment towards the statement. **Agree:** A significant proportion of respondents (40%) also selected "Agree," reflecting strong support but slightly less enthusiastic than those who "Strongly Agree." **Not Sure:** A small percentage (4.44%) are "Not Sure," indicating a minor level of uncertainty or indifference. No respondents selected these options, indicating that there is no opposition or negative sentiment towards the statement. The **mean** is highest in the "Strongly Agree" category (250), suggesting that this response is most common and reflects the strong consensus. The **standard deviation** is relatively low across responses, with the highest in the "Strongly Agree" category (12). This suggests that responses are fairly consistent among those who agree, but there is a bit more variability within this group compared to others. The data indicates a very strong positive response to the statement, with the vast majority of respondents either "Strongly Agree" or "Agree." There is negligible dissent, as no respondents chose "Disagree" or "Strongly Disagree." The low percentage of "Not Sure" responses suggests that most respondents have a clear opinion on the matter. In summary, the statement receives overwhelming positive support from the respondents, with the majority expressing strong agreement. The absence of disagreement and the high percentage of agreement reflect a clear and consistent positive sentiment towards the statement

**Table 97** Responses on whether Principals put a lot of emphasis on parents to attend to school matters.

| <b>RESPONSES</b>  | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|-------------------|------------------|-------------|----------------------|-------------------|
| Strongly agree    | 34               | 170         | 13.94                | 37.78%            |
| Agree             | 54               | 216         | 7.02                 | 60%               |
| Not sure          | 2                | 6           | 3.70                 | 2.22%             |
| Disagree          | 0                | 0           | 0                    | 0%                |
| Strongly disagree | 0                | 0           | 0                    | 0%                |
| <b>TOTAL</b>      | <b>90</b>        | <b>392</b>  | <b>24.66</b>         | <b>100%</b>       |

Source: Researcher, 2024

**Agreement Levels: Strongly Agree:** A significant portion of respondents (37.78%) selected "Strongly Agree," indicating a strong positive sentiment. **Agree:** The majority of respondents (60%) selected "Agree," which, combined with "Strongly Agree," shows a high level of overall agreement. **Not Sure:** A very small percentage (2.22%) chose "Not Sure," suggesting that the majority of respondents have a clear opinion. **Disagree and Strongly Disagree:** No respondents selected these options, indicating no negative sentiment towards the statement. The **mean** for "Strongly Agree" is 170, and for "Agree" is 216, showing that responses are predominantly in the positive range. The **standard deviation** is relatively low, especially for "Agree" (7.02), indicating that there is little variability in the responses among those who agree. The data shows strong support for the statement, with 97.78% of respondents either "Strongly Agree" or "Agree." The absence of "Disagree" and "Strongly Disagree" responses, along with the very low percentage of "Not Sure," indicates a high level of consensus and positive feedback. In summary, the data reveals overwhelming support for the statement, with the vast majority of respondents either "Strongly Agree" or "Agree." There is minimal uncertainty and no opposition, reflecting a strong and consistent positive view among respondents.

### 4.5.3 Principals' Responses on Parental Involvement

**Table 98** Responses on whether parents followed up issues of fees payment, discipline and academic performance.

| RESPONSES          | FREQUENCY | MEAN | STD.DEVIATION | PERCENTAGE |
|--------------------|-----------|------|---------------|------------|
| Minimally          | 2         | 2    | 2.42          | 20%        |
| A good number does | 5         | 10   | 0.05          | 50%        |
| Most of them do    | 3         | 9    | 2.43          | 30%        |

Source: Researcher, 2024

"**A Good Number Does**" has the highest frequency (5) and percentage (50%), indicating that half of the respondents believe that a good number of people do what is being measured. "**Most of Them Do**" follows with a frequency of 3 and percentage of 30%, suggesting that a significant portion also believes that most people are involved. "**Minimally**" has the lowest frequency (2) and percentage (20%), showing that only a small segment of respondents believe that involvement is minimal. The **mean** for "A Good Number Does" is 10, which is significantly higher than the means for the other categories. This suggests that respondents who chose this option might have rated the involvement as more frequent or substantial. The **mean** for "Most of Them Do" is 9, and for "Minimally," it is 2. This indicates a trend where the responses are clustered more around the "A Good Number Does" category. The **standard deviation** for "A Good Number Does" is very low (0.05), indicating that responses were consistent and close to the mean. The **standard deviations** for "Most of Them Do" (2.43) and "Minimally" (2.42) are higher, reflecting more variability in responses within these categories. The majority of respondents feel that involvement is either high ("A Good Number Does" or "Most of Them Do") rather than minimal. The low standard deviation for "A Good Number Does" suggests that respondents who chose this option were consistent in their views, while there was more variation among those who chose "Most of Them Do" and "Minimally." In summary, the data indicates that most respondents believe that a significant number or most people are involved in the activity or behavior in question. The perception of minimal involvement is much less common

**Table 99** *Reponses of the extent to which parents supported school programs*

| Reponses  | Frequency | Percentage |
|-----------|-----------|------------|
| 80%-100%  | 1         | 10%        |
| 50%-80%   | 2         | 20%        |
| 30%-50%   | 5         | 50%        |
| Below 30% | 2         | 20%        |

Source: Researcher, 2024

More than 50% of the parents supported school programs

**Table 100** *Responses on whether student's homes were conducive for studies.*

| Responses | Frequency | Percentage |
|-----------|-----------|------------|
| Yes       | 72        | 52%        |
| No        | 66        | 48%        |
| Total     | 138       | 100%       |

Source: Researcher, 2024

Most homes are conducive for conducting (52%).48% of the cases are not having conducive homes to conduct studies

**Table 101** *Responses on whether parents/ Guardian made phone calls to school concerning their children's' education*

| Responses    | Frequency  | Percentage  |
|--------------|------------|-------------|
| Yes          | 74         | 53.5%       |
| No           | 64         | 46.5%       |
| <b>Total</b> | <b>138</b> | <b>100%</b> |

Source: Researcher, 2024

Majority (53.5%) made phone calls concern's their children's education

**Table 102** *Responses on weather parents attended school functions that required their attendance*

| Responses    | Frequency  | Percentage  |
|--------------|------------|-------------|
| Yes          | 95         | 96%         |
| No           | 43         | 39%         |
| <b>Total</b> | <b>138</b> | <b>100%</b> |

Source: Researcher, 2024

Majority (69%) of the parents attended school functions. 31% did not attend.

## 4.6 Report on Principals Supervisory Practices and Students' Academic Performance

### 4.6.1 Teachers' Responses

*Table 103 Responses on whether high level of discipline of teachers and students, teachers had the following responses.*

| RESPONSES    | FREQUENCY | MEAN       | STD.DEVIATION | PERCENTAGE  |
|--------------|-----------|------------|---------------|-------------|
| Very often   | 30        | 90         | 15            | 33.3%       |
| Rare         | 56        | 112        | 4.48          | 62.2        |
| Never        | 4         | 4          | 6.64          | 4.4%        |
| <b>TOTAL</b> | <b>90</b> | <b>206</b> | <b>26.12</b>  | <b>100%</b> |

Source: Researcher, 2024

The majority of respondents (56 out of 90, or 62.2%) chose “Rare,” suggesting that the activity or behavior in question occurs infrequently. “Very Often” was selected by 30 respondents, representing 33.3%, indicating that a significant portion believes the activity happens frequently. Only 4 respondents (4.4%) chose “Never,” indicating that it is uncommon for the activity to never occur. The **mean** for “Very Often” is 90, reflecting a high level of frequency among respondents who selected this category. The **mean** for “Rare” is 112, which is the highest mean value, aligning with the highest frequency and suggesting it is the most common perception. The **mean** for “Never” is 4, indicating a minimal level of occurrence among respondents who selected this option. The **standard deviation** for “Rare” (4.48) is the lowest, indicating that responses were relatively consistent and clustered around the mean. The **standard deviation** for “Very Often” (15) and “Never” (6.64) are higher, suggesting more variability in responses within these categories. **Overall Trend:** The data indicates that the majority of respondents (62.2%) perceive the activity or behavior to occur rarely. A significant number (33.3%) also perceive it to happen very often, while a small minority (4.4%) believe it never happens. The low standard deviation for “Rare” suggests consistent responses, while the higher deviations for the other categories suggest varied perceptions among respondents. In conclusion, while there is some variability in perceptions, most

respondents view the activity or behavior as occurring rarely, with a smaller but notable portion seeing it as very frequent.

**Table 104** *Teachers' responses on whether the principals observed classroom teaching and learning sessions.*

| <b>RESPONSES</b> | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|------------------|------------------|-------------|----------------------|-------------------|
| Very often       | 18               | 54          | 11.52                | 20%               |
| Rare             | 72               | 144         | 2.88                 | 80%               |
| Never            | 0                | 0           | 0                    | 0%                |
| <b>TOTAL</b>     | <b>90</b>        | <b>198</b>  | <b>14.40</b>         | <b>100%</b>       |

Source: Researcher, 2024

A large majority of respondents (72 out of 90, or 80%) selected "Rare," indicating that the activity or behavior being measured is perceived to occur infrequently. "Very Often" was chosen by 18 respondents (20%), suggesting that a smaller portion perceives the activity as occurring frequently. No respondents selected "Never," meaning that the activity is perceived to occur at least occasionally by all respondents. The **mean** for "Rare" is 144, which is substantially higher than for "Very Often" (54), reflecting that the predominant perception is that the activity rarely occurs. The absence of any "Never" responses results in a mean value of 0 for that category. The **standard deviation** for "Rare" (2.88) is relatively low, suggesting that responses were fairly consistent and clustered closely around the mean. The **standard deviation** for "Very Often" (11.52) is higher, indicating a wider spread of responses among those who perceive the activity as frequent. The data overwhelmingly suggests that most respondents (80%) view the activity or behavior as happening rarely. A smaller subset (20%) perceives it as occurring very often, but this is not the predominant view. The absence of any "Never" responses indicates that all respondents acknowledge at least some occurrence of the activity or behavior. In conclusion, the general consensus is that the activity occurs rarely, with a small portion of the population seeing it as frequent, and no one perceiving it as completely absent.

**Table 105** Teachers' 4.5 responses on whether the principals used to check students' notes.

| <b>RESPONSES</b> | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|------------------|------------------|-------------|----------------------|-------------------|
| Very often       | 18               | 54          | 18                   | 20%%              |
| Rare             | 54               | 108         | 0                    | 60%               |
| Never            | 18               | 18          | 18                   | 20%%              |
| <b>TOTAL</b>     | <b>90</b>        | <b>180</b>  | <b>36.0</b>          | <b>100%</b>       |

Source: Researcher, 2024

The majority of respondents (54 out of 90, or 60%) selected "Rare," indicating that most people perceive the activity or behavior being measured to occur infrequently. Both "Very Often" and "Never" were selected by 18 respondents each, making up 20% each of the total responses. This shows a split perception among these respondents, with one group seeing the activity as frequent and another seeing it as never occurring. The mean for "Rare" (108) is the highest among the three categories, reflecting the dominant perception that the activity happens infrequently. The mean values for "Very Often" (54) and "Never" (18) indicate a less frequent occurrence compared to "Rare." The **standard deviation** for "Rare" is 0, indicating that responses were perfectly consistent for this category. For "Very Often" and "Never," the **standard deviation** is 18, suggesting some variation in responses within these categories. The data shows that the majority of respondents view the activity or behavior as "Rare" (60%), while the remaining respondents are evenly split between viewing it as "Very Often" or "Never" (both at 20%). The absence of variance in the "Rare" category implies strong agreement among those who selected it, while the variance in "Very Often" and "Never" suggests differing perspectives or experiences among these respondents. In conclusion, the prevailing view is that the activity occurs rarely, but there is a notable division in perception among the rest of the respondents, with some considering it to happen very often and others not at all.

**Table 106** Responses on whether principals used to check students' assignments

| <b>RESPONSES</b> | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|------------------|------------------|-------------|----------------------|-------------------|
| Very often       | 2                | 6           | 2.78                 | 2.22%             |
| Rare             | 70               | 140         | 2.10                 | 77.78%            |
| Never            | 18               | 18          | 12.06                | 20%               |
| <b>TOTAL</b>     | <b>90</b>        | <b>164</b>  | <b>16.94</b>         | <b>100%</b>       |

Source: Researcher, 2024

The majority of respondents (70 out of 90, or 77.78%) selected "Rare," suggesting that the behavior or activity in question is perceived to occur infrequently. A smaller proportion of respondents (18 out of 90, or 20%) chose "Never," indicating that a significant minority believe the activity never happens. Only a very small number of respondents (2 out of 90, or 2.22%) selected "Very Often," showing that almost no one perceives the activity as happening frequently. The mean for "Rare" (140) is the highest among the three categories, indicating that it is the most selected response. The mean values for "Very Often" (6) and "Never" (18) are considerably lower, which aligns with the lower frequency of these responses. The **standard deviation** for "Rare" (2.10) is relatively low, showing consistency among respondents who chose this option. The **standard deviation** for "Never" (12.06) is higher, indicating a wider spread or variation among those who selected this response. The **standard deviation** for "Very Often" (2.78) is also low, but given the very small number of respondents, this variation is not as significant. The overwhelming majority perceive the activity or behavior as occurring "Rarely," suggesting a general consensus on its infrequency. A substantial minority believes it "Never" happens, while almost no one thinks it occurs "Very Often." In summary, the data indicates a strong perception that the activity in question occurs rarely, with some disagreement as to whether it never happens at all, and very little belief that it occurs frequently. The variation in responses mainly lies between "Rare" and "Never," reflecting differing experiences or opinions among respondents.

**Table 107** *The teacher's responses on whether the principals used to check teachers' lesson notes*

| <b>RESPONSES</b> | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|------------------|------------------|-------------|----------------------|-------------------|
| Very often       | 10               | 30          | 8.10                 | 11.1%             |
| Rare             | 79               | 158         | 0.79                 | 87.7%             |
| Never            | 1                | 1           | 1.21                 | 1.1%              |
| <b>TOTAL</b>     | <b>90</b>        | <b>189</b>  | <b>10.10</b>         | <b>100%</b>       |

Source: Researcher, 2024

A large majority of respondents (79 out of 90, or 87.7%) selected "Rare," indicating that the activity or behavior in question is generally perceived as occurring infrequently. A small number of respondents (10 out of 90, or 11.1%) chose "Very Often," suggesting that some individuals perceive the activity as happening frequently. Only 1 respondent (1.1%) selected "Never," indicating a minimal perception that the activity never occurs. The mean for "Rare" (158) is the highest among the three categories, reflecting that it is the most frequently selected response. The mean for "Very Often" (30) is moderate, corresponding to a smaller group who believe the activity happens frequently. The mean for "Never" (1) is the lowest, indicating very few respondents chose this option. The **standard deviation** for "Rare" (0.79) is low, suggesting a high level of agreement among respondents who chose this option. The **standard deviation** for "Very Often" (8.10) is higher, indicating more variability in the responses among those who perceive the activity as happening often. The **standard deviation** for "Never" (1.21) is moderate, but given the very low frequency of selection, this is less significant. The overwhelming majority of respondents perceive the activity as "Rare" (87.7%), demonstrating a strong consensus that it does not occur frequently. A smaller group believes it happens "Very Often" (11.1%), while almost no one thinks it "Never" happens (1.1%). In summary, the data suggests that most respondents perceive the activity as rare, with a small number believing it happens very often and almost none considering it non-existent. The variability among responses indicates that experiences or perceptions of the frequency of the activity differ somewhat among the participants, but the predominant view is that it occurs infrequently.

**Table 108** Teachers' responses on whether their principals checked teachers' scheme of work, teachers had the following to attest as summarized in the table

| RESPONSES  | FREQUENCY | MEAN | STD.DEVIATION | PERCENTAGE |
|------------|-----------|------|---------------|------------|
| Very often | 80        | 240  | 1.36          | 88.89%     |
| Rare       | 8         | 16   | 6.06          | 8.89%      |
| Never      | 2         | 2    | 6.99          | 2.22%      |
| TOTAL      | 90        | 258  | 14.41         | 100%       |

Source: Researcher, 2024

The vast majority of respondents (80 out of 90, or 88.89%) selected "Very Often," indicating that the activity or behavior in question is perceived to occur frequently by most respondents. A small proportion of respondents (8 out of 90, or 8.89%) selected "Rare," suggesting that only a few perceive the activity as happening infrequently. Only 2 respondents (2.22%) chose "Never," showing that very few believe the activity does not occur at all. The mean for "Very Often" (240) is significantly higher than for "Rare" (16) and "Never" (2), reflecting that most respondents perceive the activity to occur frequently. The lower mean values for "Rare" and "Never" suggest that these perceptions are far less common. The **standard deviation** for "Very Often" (1.36) is low, indicating a high level of agreement among respondents who chose this option. The **standard deviation** for "Rare" (6.06) is higher, suggesting more variability in responses among those who perceive the activity as rare. The **standard deviation** for "Never" (6.99) is relatively high, given the low frequency, suggesting some variability in the perception of this response, although it is selected by very few respondents. The predominant view among respondents is that the activity occurs "Very Often" (88.89%), with a strong consensus around this perception. A small minority perceive the activity as "Rare" (8.89%), while an even smaller number consider it "Never" occurring (2.22%). In summary, the data indicates a strong consensus that the activity happens very often, with only a small proportion of respondents suggesting it is rare or never happens. The low standard deviation for "Very Often" further supports the notion of agreement among the majority of respondents

**Table 109** Responses on whether principals checked teachers' records of work covered

| RESPONSES    | FREQUENCY | MEAN       | STD.DEVIATION | PERCENTAGE  |
|--------------|-----------|------------|---------------|-------------|
| Very often   | 70        | 210        | 3.39          | 77.78       |
| Rare         | 20        | 40         | 12.17         | 22.2%       |
| Never        | 0         | 0          | 0             | 0%          |
| <b>TOTAL</b> | <b>90</b> | <b>250</b> | <b>15.56</b>  | <b>100%</b> |

Source: Researcher, 2024

The majority of respondents (70 out of 90, or 77.78%) selected "Very Often," indicating that a large portion perceives the activity or behavior to happen frequently. A smaller proportion (20 out of 90, or 22.2%) chose "Rare," suggesting that some perceive the activity as occurring infrequently. No respondents selected "Never," showing that all participants agree that the activity occurs to some extent. The mean for "Very Often" (210) is significantly higher than for "Rare" (40), reflecting that most respondents believe the activity occurs frequently. The absence of a mean for "Never" indicates that this response option was not chosen by any of the respondents. The **standard deviation** for "Very Often" (3.39) is relatively low, indicating a moderate level of agreement among respondents who selected this option. The **standard deviation** for "Rare" (12.17) is higher, suggesting more variability in responses among those who perceive the activity as rare. The lack of standard deviation for "Never" confirms no selection of this response. The data shows a strong tendency for respondents to view the activity as occurring "Very Often" (77.78%), with most participants in agreement. A smaller subset views the activity as "Rare" (22.2%), and none consider it "Never" happening. In summary, there is a clear consensus that the activity occurs frequently, with a substantial majority choosing "Very Often." The relatively low standard deviation for "Very Often" suggests consistent perceptions among those who selected this response, while the higher standard deviation for "Rare" points to some disagreement among that smaller group.

**Table 110** Responses on whether teachers' progress records were being checked by the principals:

| RESPONSES    | FREQUENCY | MEAN       | STD.DEVIATION | PERCENTAGE  |
|--------------|-----------|------------|---------------|-------------|
| Very often   | 60        | 180        | 8.66          | 66.67%      |
| Rare         | 26        | 52         | 10.00         | 28.89%      |
| Never        | 4         | 4          | 10.50         | 4.4%        |
| <b>TOTAL</b> | <b>90</b> | <b>236</b> | <b>29.16</b>  | <b>100%</b> |

Source: Researcher, 2024

Based on the data provided "**Very often**" response is the most common, with 60 participants (66.67%) choosing this option. The mean is 180, and the standard deviation is 8.66, indicating that the responses are relatively consistent around the mean. "**Rare**" response has 26 participants (28.89%) selecting this option. The mean is 52, and the standard deviation is 10.00, which suggests slightly more variability in responses compared to the "Very often" category. "**Never**" is the least common response, with only 4 participants (4.4%) selecting it. The mean is 4, and the standard deviation is 10.50, indicating greater variability in this small group. The data suggests that most participants (66.67%) experience or engage in the activity described "Very often," while a smaller proportion (28.89%) does so "Rarely." Very few participants (4.4%) report "Never" experiencing or engaging in the activity. The high percentage of "Very often" responses, along with a low standard deviation, suggests that there is a strong tendency towards frequent occurrence or engagement.

**Table 111** Responses on whether principals kept a copy of the school time-table

| RESPONSES    | FREQUENCY | PERCENTAGE  |
|--------------|-----------|-------------|
| Very often   | 56        | 62.2%       |
| Rare         | 24        | 26.67%      |
| Never        | 10        | 11.1%       |
| <b>TOTAL</b> | <b>90</b> | <b>100%</b> |

Source: Researcher, 2024

The data indicates the frequency distribution of responses to a given activity or behavior "**Very often**": 56 participants (62.2%) selected this response. This suggests that a majority of respondents frequently engage in or observe the behavior/activity in question. "**Rare**": 24 participants (26.67%) chose this option, indicating that a smaller but still significant portion of respondents experience or engage in the behavior/activity infrequently. "**Never**": 10 participants (11.1%) reported that they never experience or engage in the behavior/activity.

This minority shows that for some, this behavior is non-existent or not applicable. The data shows that the majority of respondents (62.2%) engage in or experience the specified behavior "Very often," while about a quarter (26.67%) do so "Rarely." A small group (11.1%) reports never experiencing or engaging in the behavior. This pattern suggests that the behavior is common among most respondents, but there is still a notable portion for whom it is less frequent or absent.

**Table 112** *Reponses on whether the principals provided adequate teaching/learning resources in the school.*

| <b>RESPONSES</b> | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|------------------|------------------|-------------|----------------------|-------------------|
| Very often       | 45               | 135         | 13.12                | 50%               |
| Rare             | 38               | 76          | 8.84                 | 42.2%             |
| Never            | 10               | 10          | 21.32                | 11.1%             |
| <b>TOTAL</b>     | <b>90</b>        | <b>221</b>  | <b>42.48</b>         | <b>100%</b>       |

Source: Researcher, 2024

The data presents the frequency distribution of responses for a particular activity or behavior. **"Very often"**: 45 respondents (50%) selected this option. This indicates that half of the participants engage in or experience the behavior/activity frequently. **"Rare"**: 38 respondents (42.2%) chose this option, suggesting that a significant portion of the respondents engage in or experience the behavior/activity infrequent. 10 respondents (11.1%) reported that they never engage in or experience the behavior/activity. This indicates that a smaller group of respondents do not experience or engage in the behavior at all. The results show that the behavior or activity is most commonly experienced "Very often" by half of the respondents. A significant portion (42.2%) experiences it "Rarely," while a small proportion (11.1%) reports that they never experience it. This distribution suggests that the behavior/activity is prevalent among most respondents, with a notable percentage encountering it only occasionally, and a minority not experiencing it at all.

**Table 113** Responses on whether Principals rewarded students who did well.

| RESPONSES    | FREQUENCY | MEAN       | STD.DEVIATION | PERCENTAGE  |
|--------------|-----------|------------|---------------|-------------|
| Very often   | 80        | 240        | 0.97          | 88.89%      |
| Rare         | 10        | 20         | 7.92          | 11.1%       |
| Never        | 0         | 0          | 0             | 0%          |
| <b>TOTAL</b> | <b>90</b> | <b>260</b> | <b>8.89</b>   | <b>100%</b> |

Source: Researcher, 2024

The data indicates the distribution of responses regarding how frequently a specific behavior or activity occurs "**Very often**": 80 respondents (88.89%) selected this option. This majority indicates that the behavior or activity is experienced very frequently by almost 90% of the respondents. "**Rare**": 10 respondents (11.1%) chose this option, suggesting that a smaller segment of the respondents encounters the behavior or activity infrequently. "**Never**": No respondents (0%) selected this option, meaning no one reported that they never experience or engage in the behavior/activity. The results clearly show that the behavior or activity is predominantly experienced "Very often" by the vast majority of respondents (88.89%). Only a small percentage (11.1%) experiences it "Rarely," and none of the respondents claim to never experience it. This implies that the behavior or activity is a common and frequent occurrence among the respondents.

**Table 114** Responses on whether the principals were allocated lessons on the timetable

| RESPONSES    | FREQUENCY | MEAN       | STD.DEVIATION | PERCENTAGE  |
|--------------|-----------|------------|---------------|-------------|
| Very often   | 90        | 270        | 0             | 100%        |
| Rare         | 0         | 0          | 0             | 0%          |
| Never        | 0         | 0          | 0             | 0%          |
| <b>TOTAL</b> | <b>90</b> | <b>270</b> | <b>0</b>      | <b>100%</b> |

Source: Researcher, 2024

The data provided shows that "**Very often**": 90 respondents (100%) selected this option. This means that every respondent reports experiencing the behavior or activity "Very often." "**Rare**" 0 respondents (0%) chose this option, indicating that no one experiences the behavior or activity rarely. "**Never**": 0 respondents (0%) selected this option, meaning no one reports never experiencing or engaging in the behavior/activity. The results indicate that the behavior or activity is universally experienced "Very often" by all respondents. There is no variation in responses; everyone reports the

behavior or activity occurring frequently. This suggests that the behavior/activity is a consistent and prevalent aspect of the respondents' experiences.

**Table 115** Responses on whether the principals were punctual in attending their lessons.

| RESPONSES    | FREQUENCY | MEAN       | STD.DEVIATION | PERCENTAGE  |
|--------------|-----------|------------|---------------|-------------|
| Very often   | 44        | 132        | 16.93         | 48.89%      |
| Rare         | 36        | 72         | 5.20          | 40%         |
| Never        | 10        | 10         | 19.04         | 11.1%       |
| <b>TOTAL</b> | <b>90</b> | <b>214</b> | <b>41.17</b>  | <b>100%</b> |

Source: Researcher, 2024

**Mean** which represents the average score or frequency of occurrence, suggesting a moderate prevalence of the behavior or activity. **Standard Deviation:** 16.93 for "Very often," 5.20 for "Rare," and 19.04 for "Never," which reflects the variability in responses. **Prevalence:** The majority of respondents (48.89%) experience the behavior or activity "Very often," while a significant portion (40%) experience it "Rarely." **Variation:** There is a moderate level of variability in responses, with the highest standard deviation associated with the "Never" category. This indicates some level of inconsistency in how respondents perceive the frequency of the behavior or activity. **Overall:** The data suggests that the behavior or activity is commonly experienced "Very often" or "Rarely," with fewer respondents indicating it occurs "Never." This implies that the behavior/activity is prevalent but with considerable variation in how frequently it is encountered.

**Table 116** Responses on whether principals made plans for in-service training for teachers

| RESPONSES    | FREQUENCY | MEAN       | STD.DEVIATION | PERCENTAGE  |
|--------------|-----------|------------|---------------|-------------|
| Very often   | 30        | 90         | 18.25         | 33.3%       |
| Rare         | 50        | 100        | 2.42          | 55.55%      |
| Never        | 10        | 10         | 14.88         | 11.1%       |
| <b>TOTAL</b> | <b>90</b> | <b>200</b> | <b>35.55</b>  | <b>100%</b> |

Source: Researcher, 2024

**Mean:** 35.55, which represents the average score or frequency of occurrence, suggesting a relatively high occurrence of the behavior or activity. **Standard Deviation Very often:** 18.25, indicating considerable variability in how often this category is perceived. **Rare:** 2.42,

showing low variability and consistency in responses for this category. **Never:** 14.88, suggesting some variation in responses, although fewer respondents selected this option. **Prevalence,** the majority of respondents (55.55%) experience the behavior or activity "Rarely," while a substantial portion (33.3%) experience it "Very often." A smaller percentage (11.1%) reports that it "Never" occurs. **Variation** There is considerable variability in the "Very often" category, reflecting diverse experiences among those who selected this option. The "Rare" category shows low variability, indicating consistent perceptions among respondents. **Overall.** The behavior or activity is predominantly experienced as occurring "Rarely" or "Very often," with a relatively small number of respondents indicating that it "Never" occurs. The data suggests that the frequency of occurrence is highly variable among respondents, with a significant number finding it to be a rare occurrence.

**Table 117** Responses on whether principals rewarded effective teachers by recommending them for promotion

| RESPONSES    | FREQUENCY | MEAN       | STD.DEVIATION | PERCENTAGE  |
|--------------|-----------|------------|---------------|-------------|
| Very often   | 50        | 150        | 20.48         | 55.55%      |
| Rare         | 22        | 44         | 2.85          | 24.4%       |
| Never        | 180       | 18         | 33.29         | 20%         |
| <b>TOTAL</b> |           | <b>212</b> | <b>56.62</b>  | <b>100%</b> |

Source: Researcher, 2024

**Mean:** 56.62, which is likely representing an aggregated score or average level of occurrence.

**Standard Deviation: Very often:** 20.48, showing a high level of variability in how respondents perceive this category. **Rare:** 2.85, indicating low variability and consistency in responses for this category. **Never:** 33.29, which seems unusually high; it might indicate a miscalculation or an error in data entry. **Prevalence:** The majority of respondents (55.55%) report that the behavior or activity occurs "Very often," which suggests it is a common experience for them. **Less Common:** The behavior or activity is less frequently experienced as "Rarely" (24.4%) or "Never" (20%). **Variation:** The high standard deviation for "Very often" indicates significant variability in how respondents perceive the frequency of this

occurrence. In contrast, the low standard deviation for "Rare" suggests a more uniform experience among those who selected this option. The behavior or activity is most commonly reported as occurring "Very often," with a significant portion of respondents also experiencing it "Rarely." A smaller percentage of respondents indicate that it "Never" occurs. There is considerable variability in the "Very often" category, indicating that while many experience it frequently, others may have different perceptions. The "Rare" category shows more consistency in responses.

**Table 118** Responses on whether the principal encouraged teachers to do extra coaching to weak students

| RESPONSES    | FREQUENCY | MEAN       | STD.DEVIATION | PERCENTAGE  |
|--------------|-----------|------------|---------------|-------------|
| Very often   | 34        | 102        | 13.92         | 37.78%      |
| Rare         | 54        | 108        | 7.01          | 60%         |
| Never        | 2         | 2          | 3.70          | 2.22%       |
| <b>TOTAL</b> | <b>90</b> | <b>212</b> | <b>24.63</b>  | <b>100%</b> |

Source: Researcher, 2024

**Mean:** 24.63, which likely represents an average score related to the frequency of the behavior or activity. **Standard Deviation: Very often** 13.92, indicating moderate variability in responses for this category. **Rare** 7.01, showing less variability and greater consistency in responses for this category. **Never** 3.70, showing very low variability, likely due to the small number of respondents in this category. The behavior or activity is most commonly reported as occurring "Rarely" (60%), suggesting that it is not frequently experienced by most respondents. A smaller portion of respondents (37.78%) report that it occurs "Very often." Very few respondents (2.22%) report that it "Never" occurs. **Variability** The standard deviation is highest for the "Very often" category (13.92), indicating there is more variability in how often people report this category. The "Rare" category has a lower standard deviation (7.01), suggesting more consistency in responses. The "Never" category has the lowest standard deviation (3.70), reflecting a consensus due to the small number of respondents. Most respondents report that the behavior or activity occurs "Rarely," with a significant portion also reporting it occurs "Very

often." The "Never" category has minimal representation. The variability in responses is higher for "Very often," indicating diverse experiences among respondents, while "Rare" shows more uniformity in experiences. The "Never" category is very consistent due to the low number of responses.

**Table 119** Responses on Finding out whether the subjects taught by the principal scored higher grades or not, responses were given below:

| RESPONSES    | FREQUENCY | MEAN       | STD.DEVIATION | PERCENTAGE  |
|--------------|-----------|------------|---------------|-------------|
| Very often   | 46        | 138        | 11.05         | 51.1%       |
| Rare         | 44        | 88         | 11.44         | 48,89       |
| Never        | 0         | 0          | 0             | 0%          |
| <b>TOTAL</b> | <b>90</b> | <b>226</b> | <b>22.49</b>  | <b>100%</b> |

Source: Researcher, 2024

**Mean** 22.49, representing the average score related to the frequency of the behavior or activity. **Standard Deviation Very often:** 11.05, indicating moderate variability in how frequently this behavior is reported. **Rare:** 11.44, showing similar variability in responses for this category. **Prevalence** The behavior or activity is most commonly reported as occurring "Very often" (51.1%), with a nearly equal portion reporting it as occurring "Rarely" (48.89%). No respondents report that the behavior "Never" occurs. The standard deviations for both "Very often" and "Rare" categories are quite close (11.05 and 11.44, respectively), suggesting similar levels of variability in responses for both categories. Overall, the behavior or activity is nearly equally reported as occurring "Very often" and "Rarely," with no respondents indicating it "Never" happens. The close standard deviations for both categories suggest that responses are relatively consistent in reporting either frequent or rare occurrences of the behavior or activity.

#### 4.6.2 Principals' Responses on Principals' Instructional Supervision

**Table 120** *Principals' responses on whether they frequently observed class room teaching.*

| RESPONSES         | FREQUENCY | MEAN      | STD.DEVIATION | PERCENTAGE  |
|-------------------|-----------|-----------|---------------|-------------|
| I strongly do     | 3         | 12        | 1.47          | 30%         |
| Yes I do          | 7         | 21        | 0.63          | 70%         |
| To a small extent | 0         | 0         | 0             | 0%          |
| I do not do it    | 0         | 0         | 0             | 0%          |
| <b>Total</b>      | <b>10</b> | <b>33</b> | <b>2.10</b>   | <b>100%</b> |

Source: Researcher, 2024

**Strongly do** were 30% of respondents report a high level of engagement, **Yes, I do**: 70% of respondents report a moderate level of engagement. **To a small extent**: No respondents fall into this category. **I do not do it**: No respondents fall into this category. The mean score of 2.10 reflects an average engagement level that is consistent with the provided percentages. The standard deviation of 2.10 indicates a spread around the mean. Given that this value matches the mean, it reflects a strong concentration of responses around the higher engagement levels. The majority of respondents (70%) report that they engage in the activity to a significant extent, with an additional 30% reporting strong engagement. The absence of responses for "To a small extent" and "I do not do it" suggests that the respondents either fully engage in the activity or not at all, with no middle ground. This data highlights a clear pattern of substantial engagement in the activity, with no respondents indicating minimal or non-engagement.

**Table 121** *Principals' responses on whether they were allocated lessons in the time -table.*

| RESPONSES         | FREQUENCY | MEAN      | STD.DEVIATION | PERCENTAGE  |
|-------------------|-----------|-----------|---------------|-------------|
| I strongly do     | 2         | 8         | 1.28          | 20%         |
| Yes I do          | 8         | 24        | 0.32          | 80%         |
| To a small extent | 0         | 0         | 0             | 0%          |
| I do not do it    | 0         | 0         | 0             | 0%          |
| <b>Total</b>      | <b>10</b> | <b>32</b> | <b>1.60</b>   | <b>100%</b> |

Source: Researcher, 2024

**Strongly do**: 20% of respondents strongly engage in the activity. **Yes, I do**: 80% of respondents

engage in the activity to a significant extent. **To a small extent:** No respondents fall into this category. **I do not do it:** No respondents fall into this category. **Mean:** The mean score of 1.60 reflects a predominantly higher level of engagement, weighted by the majority response category "Yes I do." The standard deviation of 1.60 indicates variability around the mean. The high standard deviation, similar to the mean, suggests a concentration of responses either at the high engagement levels or at the lowest level (though not reported). The data shows that a significant majority (80%) of respondents engage in the activity to a substantial extent. A smaller proportion (20%) strongly engages, while no respondents report minimal or no engagement. This pattern emphasizes that most respondents are engaged in the activity, with only a minority reporting strong engagement. The absence of responses indicating minimal or no engagement suggests that the activity is either well-supported or widely accepted among respondents.

**Table 122** *Principals' responses on whether they were always punctual for their lessons.*

| RESPONSES         | FREQUENCY | MEAN      | STD.DEVIATION | PERCENTAGE  |
|-------------------|-----------|-----------|---------------|-------------|
| I strongly do     | 2         | 8         | 2.0           | 20%         |
| Yes, I do         | 6         | 18        | 0.0           | 60%         |
| To a small extent | 2         | 4         | 2.0           | 20%         |
| I do not do it    | 0         | 0         | 0             | 0%          |
| <b>Total</b>      | <b>10</b> | <b>30</b> | <b>4.0</b>    | <b>100%</b> |

Source: Researcher, 2024

20% of respondents strongly engage in the activity. 60% of respondents engage in the activity to a significant extent. 20% of respondents engage to a small extent. **I do not do it:** No respondents fall into this category. The mean score of 4.0 reflects an average engagement level that is relatively high, considering the weighted response categories. The standard deviation of 4.0 indicates a high variability in responses, with some respondents reporting very high engagement and others reporting much lower levels. **Predominant Engagement:** A majority of respondents (60%) report engaging in the activity significantly. There is a notable spread in engagement levels, as evidenced by the high standard deviation. Some respondents strongly engage, while others engage only to a small extent. All respondents report some level of engagement, with no one indicating that they do not participate at all. This pattern shows that while most respondents are actively involved in the activity, there is

significant variability in the extent of their engagement.

**Table 123** Principals' responses on whether they checked teachers work records.

| RESPONSES         | FREQUENCY | MEAN      | STD.DEVIATION | PERCENTAGE  |
|-------------------|-----------|-----------|---------------|-------------|
| I strongly do     | 4         | 16        | 1.96          | 40%         |
| Yes I do          | 5         | 15        | 0.45          | 50%         |
| To a small extent | 1         | 2         | 1.69          | 10%         |
| I do not do it    | 0         | 0         | 0             | 0%          |
| <b>Total</b>      | <b>10</b> | <b>33</b> | <b>4.10</b>   | <b>100%</b> |

Source: Researcher, 2024

40% of respondents strongly engage in the activity. 50% of respondents engage in the activity significantly. **To a small extent:** 10% of respondents engage only to a small extent. **I do not do it:** No respondents fall into this category. The mean score of 4.10 reflects an average engagement level that is relatively high, considering the weighted response categories. The standard deviation of 4.10 suggests a moderate spread in responses. The variation in the standard deviation values between the categories indicates that while most responses cluster around significant engagement levels, there is still some variability. The majority of respondents (90%) report some level of engagement, with 40% strongly engaging and 50% engaging significantly. Only a small percentage (10%) reports engaging to a small extent. No respondents indicate they do not participate in the activity. Overall, most respondents are actively engaged in the activity, with a small percentage engaging to a lesser extent. The variation in engagement levels suggests that while the majority are involved, there are differing degrees of participation.

**Table 124** Principals' responses on whether they frequently checked students' notes.

| RESPONSES         | FREQUENCY | MEAN      | STD.DEVIATION | PERCENTAGE  |
|-------------------|-----------|-----------|---------------|-------------|
| I strongly do     | 1         | 4         | 2.56          | 10%         |
| Yes, I do         | 3         | 9         | 1.08          | 30%         |
| To a small extent | 5         | 10        | 0.80          | 50%         |
| I do not do it    | 1         | 1         | 1.96          | 10%         |
| <b>Total</b>      | <b>10</b> | <b>24</b> | <b>6.40</b>   | <b>100%</b> |

Source: Researcher, 2024

**Strongly do:** 10% of respondents strongly engage in the activity. 30% of respondents engage in the activity. 50% of respondents engage to a small extent. 10% of respondents do not engage in the activity. The mean score of 6.40 reflects an average level of engagement that leans toward moderate engagement. The standard deviation of 6.40 indicates significant variability in responses. This suggests that there is a wide range of engagement levels among respondents. Half of the respondents (50%) engage in the activity to a small extent, with 30% engaging significantly and 10% strongly engaging. A small percentage (10%) of respondents do not participate at all. The high standard deviation indicates diverse engagement levels, showing that while some engage strongly or to a small extent, others are less involved. Overall, the data shows a broad range of engagement levels among respondents, with a significant portion engaging to a small extent and others showing varying degrees of participation. The variation in engagement levels suggests different levels of commitment or involvement in the activity

**Table 125** Principals' responses on whether students kept their exam files.

| RESPONSES         | FREQUENCY | MEAN      | STD.DEVIATION | PERCENTAGE  |
|-------------------|-----------|-----------|---------------|-------------|
| I strongly do     | 1         | 4         | 3.24          | 10%         |
| Yes I do          | 3         | 9         | 1.92          | 30%         |
| To a small extent | 3         | 6         | 0.12          | 30%         |
| I do not do it    | 3         | 3         | 4.32          | 30%         |
| <b>Total</b>      | <b>10</b> | <b>22</b> | <b>9.60</b>   | <b>100%</b> |

Source: Researcher, 2024

Only 10% of respondents strongly engage in the activity. 30% of respondents engage in the activity. 30% of respondents engage to a small extent. 30% of respondents do not engage in the activity. The mean score of 22 reflects the overall level of engagement across all responses. This is a summary statistic that might not directly correspond to individual response categories but represents the aggregate engagement level. The high standard deviation of 9.60 indicates significant variability in responses, suggesting a wide range of engagement levels among the respondents. There is a balanced distribution across different engagement levels, with no single category dominating. This suggests diverse opinions on

the extent of engagement in the activity. The data indicates that engagement in the activity is varied. The equal distribution among the categories "Yes I do," "To a small extent," and "I do not do it" shows that respondents have different levels of involvement or interest in the activity. The low percentage for "Strongly do" suggests that intense engagement is less common.

**Table 126** *Principals' responses on the reaction of the teachers during class observation.*

| <b>RESPONSES</b>                                  | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|---|------------------|-------------|----------------------|-------------------|
| Teaching becomes more learner centered than ever. | 8                | 32          | 13.52                | 80%               |
| Teacher concentrates in the teaching activity.    | 6                | 18          | 0.54                 | 60%               |
| Teacher prepares adequately for the lesson        | 10               | 20          | 4.90                 | 100%              |
| Teacher is not at ease                            | 3                | 3           | 8.67                 | 30%               |

Source: Researcher, 2024

**Teaching becomes more learner-centered than ever: High Percentage (80%):** This indicates that a majority of respondents believe teaching has become more focused on the learner, reflecting a positive shift towards learner-centered pedagogy **Teacher concentrates on the teaching activity: Moderate Percentage (60%):** A significant portion of respondents agree that teachers are concentrating on teaching activities, though this is slightly lower compared to the learner-centered approach. **Teacher prepares adequately for the lesson: Highest Percentage (100%):** All respondents agree that teachers prepare adequately for their lessons, which suggests a strong consensus on the importance of lesson preparation. **Teacher is not at ease: Lowest Percentage (30%):** Fewer respondents feel that teachers are not at ease, indicating that this is a less common issue compared to the other aspects. **Preparation and Learner-Centered Focus:** There is a strong consensus that teachers are well-prepared and that

teaching has become more learner-centered, reflecting positive aspects of teaching practice. **Teacher Concentration:** While a significant number of respondents believe teachers focus on their teaching activities, it is less emphasized compared to preparation and learner-centered approaches. Overall, the data suggests that there is general agreement on the positive aspects of teaching practices, especially regarding preparation and a learner-centered approach, while concerns about teachers' ease are less prominent.

**Table 127** Principals' responses on the reactions they took on students who did not complete notes.

| RESPONSES                                      | FREQUENCY | MEAN | STD.DEVIATION | PERCENTAGE |
|--|-----------|------|---------------|------------|
| Stay out of class to complete work             | 6         | 36   | 3.74          | 60%        |
| Notorious cases sent home to bring parents     | 4         | 16   | 5.86          | 40%        |
| Given a dead line to finish work               | 7         | 49   | 22.43         | 70%        |
| Given manual work and given ultimatum.         | 5         | 25   | 0.2           | 50%        |
| Face the guidance and counseling teachers      | 4         | 16   | 5.86          | 40%        |
| Chronic cases referred to discipline committee | 2         | 4    | 20.61         | 20%        |

Source: Researcher, 2024

60% of respondents reported that allowing students to stay out of class to complete their work is a common approach. This indicates a significant reliance on this method to ensure that students complete their assignments, though it may impact their classroom engagement and learning. 40% of respondents use the strategy of sending students with notorious behavior home to involve their parents. This approach aims to address behavioral issues by involving parents in resolving the problems. The most common method, used by 70% of respondents,

involves setting deadlines for students to complete their work. This approach is effective in managing students' time and ensuring that tasks are completed on schedule. 50% of respondents use the strategy of assigning manual work and giving ultimatums. This approach combines practical tasks with deadlines, likely to enforce discipline and completion. 40% of respondents refer students to guidance and counseling teachers. This indicates a focus on addressing issues through counseling and support, rather than just disciplinary measures. Only 20% of respondents refer chronic cases to the discipline committee. This suggests that it is less frequently used, possibly reserved for more severe or persistent issues. Most

**Common Methods:** The most commonly used methods are setting deadlines for work (70%) and allowing students to stay out of class to complete work (60%). These approaches are geared towards managing students' time and ensuring task completion. Involvement of

**Parents and Counseling:** Methods involving parental involvement and counseling (sending notorious cases home and facing guidance counselors) are used by 40% of respondents, indicating a balanced approach to managing behavior and providing support. Manual Work

**and Discipline Committee:** The use of manual work and ultimatums (50%) and referring chronic cases to the discipline committee (20%) are less common. The latter is used for more serious issues, while manual work combined with ultimatums is a method to ensure task completion and discipline. Overall, the data reflects a variety of strategies for managing student behavior and academic tasks, with a strong emphasis on deadlines and completion, and some focus on involving parents and providing counseling.

**Table 128** Responses on supervisory activities principals carried out.

| <b>RESPONSES</b>             | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.<br/>DEVIATION</b> | <b>PERCENTAGE</b> |
|------------------------------|------------------|-------------|---------------------------|-------------------|
| Curriculum supervision       | 10               | 100         | 19674.22                  | 10%               |
| Administrative supervision   | 9                | 810         | 11444.58                  | 90%               |
| Financial control            | 10               | 1000        | 20842.22                  | 100%              |
| Construction works in school | 10               | 100         | 19674.22                  | 10%               |
| Co-curriculum supervision    | 7                | 490         | 1712.90                   | 70%               |

Source: Researcher, 2024

Only 10% of respondents consider curriculum supervision as a significant focus. The very high standard deviation suggests variability in responses, with some outliers influencing the average. Administrative supervision is highly emphasized by 90% of respondents. The large mean value indicates that this is a major focus area. The very high standard deviation again suggests substantial variability in the responses. Financial control is highlighted by all respondents (100%). The mean value is the highest among the categories, indicating that financial control is a crucial area of focus. The extremely high standard deviation indicates that responses vary widely. This area is also considered a lower priority by 10% of respondents. Similar to curriculum supervision, there is high variability in responses. Co-curriculum supervision is of moderate importance, with 70% of respondents emphasizing it. The mean is relatively high compared to curriculum and construction works, and the standard deviation indicates less variability compared to financial control and administrative supervision. Financial Control and Administrative Supervision are the most emphasized areas, with financial control being considered crucial by all respondents and administrative supervision by 90%. The high means and standard deviations suggest a high degree of focus but also substantial variability in how respondents perceive the importance of these areas. Co-curriculum Supervision is also significant for a majority (70%), but with less emphasis compared to financial and administrative control. Curriculum Supervision and Construction Works are considered less critical, each by 10% of

respondents. The high standard deviations indicate variability and outliers in responses. In summary, financial control and administrative supervision are viewed as the most critical areas, with significant variability in the responses, suggesting different levels of emphasis or perceived importance among respondents. Co-curriculum supervision holds moderate importance, while curriculum supervision and construction works are less emphasized.

**Table 129** Responses on the problems the principals experienced as they conducted instructional supervision practices.

| RESPONSES                                   | FREQUENCY | MEAN | STD.DEVIATION | PERCENTAGE |
|---|-----------|------|---------------|------------|
| Shortage of human resources                 | 4         | 16   | 0.04          | 40%        |
| Shortage of infrastructural resources       | 3         | 9    | 3.63          | 30%        |
| Minimum co-operation among involved parties | 4         | 16   | 0.04          | 40%        |
| Poor time management                        | 5         | 25   | 4.05          | 50%        |
| Teachers not giving adequate assignment     | 4         | 16   | 0.04          | 40%        |

Source: Researcher, 2024

Poor Time Management is the most frequently identified issue, with 50% of respondents highlighting it as a significant problem. This is followed by: Shortage of Human Resources, Minimum Cooperation among Involved Parties, and Teachers Not Giving Adequate Assignment, each cited by 40% of respondents. Shortage of Infrastructural Resources is slightly less prominent, identified by 30% of respondents. Standard Deviation values are quite low for most issues except for Shortage of Infrastructural Resources and Poor Time Management, indicating that most responses are closely grouped around the mean values for those issues. The mean values are relatively high for all issues, reflecting the perceived severity of these challenges in the context provided.

Table 130 Responses on how principals dealt with the problems above.

| <b>RESPONSES</b>                                | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|---|------------------|-------------|----------------------|-------------------|
| Giving hands on activities                      | 5                | 25          | 2.96                 | 50%               |
| filling of teacher attendance forms by students | 8                | 64          | 39.78                | 80%               |
| Co-relating                                     | 4                | 16          | 12.53                | 40%               |
| Delegation of duties                            | 6                | 36          | 0.32                 | 60%               |
| Insist the same on teachers                     | 3                | 9           | 23.08                | 30%               |

Source: Researcher, 2024

Filling of Teacher Attendance Forms by Students is the most frequently identified activity, with 80% of respondents highlighting it. It has the highest mean value (64) and a high standard deviation (39.78), suggesting variability in how often this is perceived as being done. Delegation of Duties follows, with 60% of respondents mentioning it. It has a high mean value (36) and a low standard deviation (0.32), indicating consistent responses on this activity. Giving Hands-On Activities is identified by 50% of respondents. It has a moderate mean value (25) and standard deviation (2.96), reflecting a moderate level of consistency in responses. Co-relating is mentioned by 40% of respondents. The mean value (16) and standard deviation (12.53) suggest moderate to high variability in responses. Insisting the Same on Teachers is the least mentioned activity, with 30% of respondents. It has a low mean value (9) and a high standard deviation (23.08), indicating a wide range of opinions on this practice. Overall, the data reflects varying perceptions and practices related to different activities, with a clear emphasis on the filling of teacher attendance forms by students as a significant practice.

#### 4.6.3 Students Responses Principals' Supervisory Practices

**Table 131** Responses on what the students observed when their subject teachers were being observed by another teacher as they taught.

| <b>RESPONSES</b>                                 | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|--|------------------|-------------|----------------------|-------------------|
| They teach very well and interact with learners. | 110              | 330         | 110                  | 80%               |
| Pretend to be good to students                   | 60               | 120         | 0                    | 43%               |
| Class is quiet                                   | 110              | 110         | 110                  | 80%               |

Source: Researcher, 2024

Teaching well and Interaction: 80% of respondents agree that teachers teach very well and interact effectively with learners. The high frequency (110) and mean value (330) indicate strong positive feedback, though the standard deviation (110) suggests some variability in responses. 43% of respondents perceive that some teachers pretend to be good to students. This is less commonly agreed upon compared to the first statement. The mean value (120) suggests a moderate level of agreement, while the standard deviation (0) indicates a consensus among those who mentioned this point. Similar to the first statement, 80% of respondents note that the class is quiet, with the same high frequency (110) and mean value (110). The standard deviation (110) indicates variability in how respondents perceive the quietness of the class. There is a strong consensus (80%) on teachers' positive teaching and interaction with learners, as well as on the quietness of the class. The perception of teachers pretending to be good to students is less prevalent but still notable among 43% of respondents. The standard deviation for teaching quality and class quietness indicates some variability in responses, suggesting different experiences or observations among respondents.

*Table 132 Responses on whether teachers in the school attended lessons in good time*

| <b>RESPONSES</b> | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|------------------|------------------|-------------|----------------------|-------------------|
| Yes              | 96               | 96          | 8.77                 | 69.5%             |
| No               | 42               | 0           | 20.36                | 30.5%             |
| <b>Total</b>     | <b>138</b>       | <b>96</b>   | <b>29.13</b>         | <b>100%</b>       |

Source: Researcher, 2024

A significant majority (69.5%) of respondents answered "Yes." This suggests that a majority have a positive or affirmative response to the question asked. A smaller portion (30.5%) of respondents answered "No." This indicates that a notable but minority group does not agree or is not positive about the question. The total number of responses is 138, with the mean response value being 96, indicating that the "Yes" responses are highly prevalent. The standard deviation (29.13) reflects variability in the "No" responses, showing some variation in this minority group's opinions. There is a clear majority in favor of the "Yes" response, indicating a strong consensus or agreement on whatever the question pertained to. The minority "No" responses, while smaller in number, still represent a significant portion (30.5%). The high standard deviation for "No" responses suggests that among those who answered "No," there is a wide range of opinions or perceptions.

**Table 133** Responses on whether the students had personal study timetable

| <b>RESPONSES</b> | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|------------------|------------------|-------------|----------------------|-------------------|
| Yes              | 83               | 83          | 13.23                | 60%               |
| No               | 55               | 0           | 19.86                | 40%               |
| <b>Total</b>     | <b>138</b>       | <b>83</b>   | <b>33.09</b>         | <b>100%</b>       |

Source: Researcher, 2024

60% of respondents answered "Yes," indicating a majority favor or agree with whatever is being asked. 40% of respondents answered "No," showing a significant minority disagree or do not support the statement or question. The total number of responses is 138, with a mean response value of 83. The high standard deviation (33.09) reflects variability in responses, with significant differences between those who answered "Yes" and "No." There is a clear majority in favor of the "Yes" response, showing a general consensus or agreement among most respondents. The "No" responses make up a significant minority (40%), indicating some level of disagreement or dissent. The standard deviation values indicate that there is variability in opinions within both groups.

**Table 134** Responses on whether students' notes were checked regularly

| RESPONSES    | FREQUENCY  | MEAN      | STD.DEVIATION | PERCENTAGE  |
|--------------|------------|-----------|---------------|-------------|
| Yes          | 24         | 24        | 16.44         | 17%         |
| No           | 114        | 0         | 3.44          | 83%         |
| <b>Total</b> | <b>138</b> | <b>24</b> | <b>19.88</b>  | <b>100%</b> |

Source: Researcher, 2024

Only 17% of respondents answered "Yes," indicating a minority in favor of or agreeing with the statement or question. A significant majority, 83%, answered "No," showing that most respondents do not agree with or support the statement or question. The total number of responses is 138, with a mean response value of 24. The high standard deviation (19.88) reflects substantial variability in the responses, especially given the high percentage of "No" answers. There is a strong majority opposing the statement or question, with 83% of respondents selecting "No." The "Yes" responses are significantly lower, representing only 17% of the total responses. The standard deviation indicates variability, particularly among the "Yes" responses.

**Table 135** Participants' Responses on whether teachers gave assignments and marked them.

| RESPONSES    | FREQUENCY  | MEAN       | STD.DEVIATION | PERCENTAGE  |
|--------------|------------|------------|---------------|-------------|
| Yes          | 117        | 117        | 2.71          | 85%         |
| No           | 21         | 0          | 15.14         | 15%         |
| <b>Total</b> | <b>138</b> | <b>117</b> | <b>17.85</b>  | <b>100%</b> |

Source: Researcher, 2024

A strong majority, 85% of respondents, answered "Yes," indicating a high level of agreement or support for the statement or question. Only 15% of respondents answered "No," showing that a minority disagrees with or does not support the statement or question. The total number of responses is 138, with a mean response value of 117. The standard deviation of 17.85 reflects some variability in the responses, but the high percentage of "Yes" answers suggests a clear consensus. There is a strong consensus in favor of the statement or question, with 85% of respondents selecting "Yes." The "No" responses are quite minimal, representing only 15%

of the total responses. The low standard deviation for the "Yes" responses indicate relatively uniform agreement among those who answered "Yes."

**Table 136** Responses on whether those who performed exceptionally well were rewarded or not.

| <b>RESPONSES</b> | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|------------------|------------------|-------------|----------------------|-------------------|
| Yes              | 133              | 133         | 0.174                | 96.5%             |
| No               | 5                | 0           | 4.645                | 3.5%              |
| <b>Total</b>     | <b>138</b>       | <b>133</b>  | <b>4.819</b>         | <b>100%</b>       |

Source: Researcher, 2024

A very high percentage of respondents (96.5%) answered "Yes," indicating overwhelming agreement or support for the statement or question. Only 3.5% of respondents answered "No," showing that very few people disagree or do not support the statement or question. The total number of responses is 138. The mean value for the responses is 133, and the standard deviation (4.819) indicates some variability, although the low standard deviation for "Yes" (0.174) suggests that the responses are very consistent among those who answered "Yes." There is a strong consensus in favor of the statement or question, with 96.5% of respondents selecting "Yes." The percentage of "No" responses is very low (3.5%). The data reflects a clear majority and a high level of agreement, with minimal dissent. The low standard deviation for "Yes" indicates a high level of consistency among those who agreed.

**Table 137** Responses on whether weak students were considered for special assistance by teachers.

| <b>RESPONSES</b> | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|------------------|------------------|-------------|----------------------|-------------------|
| Yes              | 118              | 118         | 2.47                 | 85.5%             |
| No               | 20               | 0           | 14.62                | 14.4%             |
| <b>Total</b>     | <b>138</b>       | <b>118</b>  | <b>17.09</b>         | <b>100%</b>       |

Source: Researcher, 2024

A substantial majority (85.5%) of respondents selected "Yes," indicating strong agreement or support for the statement or question. A smaller proportion (14.4%) of respondents answered "No," reflecting a minority view or lack of support. The total number of responses

is 138. The mean value of 118 indicates that the majority of responses are clustered around the "Yes" category. The overall standard deviation of 17.09 reflects some variability across responses, but the low standard deviation for "Yes" (2.47) suggests that those who answered "Yes" were quite consistent in their response. There is strong agreement or support for the statement or question, with 85.5% of respondents answering "Yes." The "No" responses constitute a minority (14.4%). The data shows a clear preference for "Yes," with high consistency among those who answered in the affirmative.

**Table 138** Responses on whether the principal taught any classes in the school.

| <b>RESPONSES</b> | <b>FREQUENCY</b> | <b>MEAN</b> | <b>STD.DEVIATION</b> | <b>PERCENTAGE</b> |
|------------------|------------------|-------------|----------------------|-------------------|
| Yes              | 138              | 138         | 0                    | 100%              |
| No               | 0                | 0           | 0                    | 0%                |
| <b>Total</b>     | <b>138</b>       | <b>138</b>  | <b>0</b>             | <b>100%</b>       |

Source: Researcher, 2024

Every respondent (100%) answered "Yes." This indicates complete agreement or support for the statement or question. No respondents selected "No," indicating that there was no disagreement or opposition regarding the statement or question. The total number of responses is 138. Since all responses are "Yes," there is no variability or deviation among the responses, as indicated by the standard deviation of 0. There is unanimous agreement or support, with all respondents (100%) answering "Yes." There is no disagreement or variance in the responses, reflecting a clear and consistent consensus.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

The chapter comprises of the summary, conclusions and recommendations for this study and the recommendations for further study

#### **5.1.1 Principals' Provision of Rules and Regulations and Students Academic Performance**

Research findings indicated that in all the public secondary schools there is existence of school rules and regulations governing the students while at school as well as controlling their behavior. In addition, when formulating schools, it was observed that teachers are always consulted by the principal when developing school rules and regulations. However, students were never involved in developing their school rules which is an important tool for controlling the behavior of students while at school. Also, other stakeholders in the school such as parents were also seldom involved in developing the school rules and regulations which could sometimes create conflict between the school and school community where certain rules are employed.

Nevertheless, when it comes to execution of school rules it was established that to a great extent it has been seen as the work of the deputy principal as the other stakeholders rarely ensured that they are followed especially the teachers and the student council. Moreover, the student council was found not to be effective in ensuring that their fellow students obey school rules and regulations. Also, noted that when students are well disciplined there is an improvement in academic performance of the students as a lot of time is devoted to doing the

right thing such as studying. Furthermore, it was established that parents or guardians have really neglected the role of disciplining their students.

### **5.1.2 Principals' Guidance and Counselling Services and Students Academic Performance**

Findings on principals' guidance and counselling services were found to be available through the department of guidance and counselling established in all the secondary schools. through this service it was established as an alternative to disproportionate punishment which was abolished by the government. through guidance and counselling students were able to identify themselves as well as understanding the need to follow school rules and regulation. However, it was noted that there lacked training in guidance and counselling for all teachers who work in this department. To some extent career guidance is normally provided before selection of subjects by teachers to students although a need for professional guidance was identified. In addition, it was observed that teachers who participate in guidance and counselling not only suffer from lack of training but also inadequacy of facilities and resources for guidance and counselling such as special rooms set aside for guidance and counselling. Also, it was observed majority of teachers in public secondary schools are battling with heavy workloads leaving teachers with a very minimal time that they can offer guidance and counselling to students. Peer to peer guidance was also identified as a great tool to academic performance in public secondary schools.

### **5.1.3 Principals' Parental Engagement Practices and Students Academic Performance**

Principals were found to engage parents in meetings while teachers engage parents through class meetings. Also, parental involvement in management of the students' discipline was identified to be a very important approach where parents and students come together with the help of teachers to solve issues among the students. This approach was identified crucial

because some students come from hostile home environments making them to decline their academic performance. In addition, principals in secondary schools were noted to involve parents in discipline management of students where parents would get invited to school for those students who may display an inappropriate behavior. Moreover, principals were found to have a mechanism of communicating to parents on issues concerning the school such as closing dates, opening dates, examination results and also sending of newsletters to parents. However, in all public secondary schools there lacked forums for parents to be empowered on issues concerning parenting and growth and development of students which has made it little more difficult for parents to provide adequate services to their students such as counselling on certain aspects of life such as early marriages dangers that affects education performance of students.

#### **5.1.4 Principals' Supervisory Practices and Students Academic Performance**

Principals in secondary public schools were found to be concerned on record keeping. This is because majority of principals in secondary schools normally supervise teachers' activities such as records of work, lesson observation, duty attendance which was found to have an effect to performance of duties assigned to teachers which consequently leads to improved academic performance among students in secondary schools. In addition, principals to a great extent normally supervise students' activities in the school through the teachers which help to maintain orderliness among students hence a lot of time is devoted towards studies leading to academic success of students in secondary schools. Instructional leadership of the principal was another factor identified to be essential for academic achievements of students in secondary schools. this is because principals are able to not only oversee teachers' activities but also facilitate in development of high-quality instruction that leads to improved academic performance.

## **5.2 Conclusions**

Based on research findings the following conclusions were made;

1. Parents and students are rarely involved in developing of school rules and regulations and parents are not even aware of majority of the school rules that sometimes causes conflicts between parents and the school.
2. There is lack of adequate training of teachers who are normally participating in guidance and counselling as all teachers lacked prior training in guidance and counselling.
3. To an extent parents are involved in school matters but only on paying of school fees for upkeep of students in school and discipline management. However, there lack empowerment programs of schools for their parents on certain topics such as good parenting in public secondary schools.
4. Majority of principals in secondary schools are overseeing teachers' activities while at school. However, there was lack of adequate instructional leadership among principals in order to improve the quality of instructional supervision that leads to improved academic performance.

## **5.3 Recommendations**

### **5.3.1 Recommendations for Practice**

1. Secondary school principals to involve parents and students when developing school rules and regulations that help them to govern the institutions and make the parents as stakeholders aware of school rules and regulations
2. There is need for the ministry of education to facilitate training of teachers of guidance and counselling in order to provide with knowledge and skills on how to better perform responsibilities assigned to them.

3. Secondary school principals with the aid by Ministry of Education should come up with empowerment forums for their parents on sensitive topics such as parenting in 21<sup>st</sup> century.
4. Principals should be in the fore front in provision of instructional leadership in order to improve the quality of education in secondary schools a part from overseeing teachers and students' activities.

### **5.3.2 Recommendations for further research**

Research may be carried on the following areas.

1. Influence of effectiveness of student council in discipline management and students' academic performance in public secondary schools.
2. Influence of parental empowerment practices on students' academic performance in public secondary schools



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## Appendix I Self Introductory Letter

**Dear respondents,**

**RE: PERMISSION TO CARRY OUT RESEARCH**

My name is Stephen Safari Kiraga a student from Mount Kenya University, Malindi Campus pursuing a master's degree in education. My research topic is on the influence of principles' management practices in enhancing students 'performance in public secondary school in Kaloleni sub-county, Kilifi County. Kindly do not put down your name anywhere in this questionnaire. I can strongly assure you that the informed you give here in will only be used for the purpose of the research. Your co-operation will be highly appreciated.

Yours faithfully,



Stephen Kiraga.

## Appendix II Informed Consent Form

Dear respondents,

I am Stephen Safari Kiraga from MKU, Malindi campus, pursuing a master's degree in education. My research topic is on the influence of principles management practices in enhancing performance in public secondary schools in Kaloleni sub-county, Kilifi County. Kindly do not put down your name anywhere in this questionnaire. I can strongly assure you that the information you give will only be used to accomplish the research work. Thank you in advance for your kind consideration of my humble request.

Yours faithfully,



Stephen Kiraga.

Participant;

Code of participant

Signature

Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Researcher

Name of researcher

Signature

Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Appendix III Assent Form

Dear learner,

**REF: REQUEST FOR YOUR ASSENT TO PARTICIPATE IN RESEARCH**

Am Stephen Safari Kiraga a student of Mount Kenya University taking a master degree course on education management administration and leadership intending to carry research on the topic *Influence of principals' management practices on students' academic performance in public secondary schools in Kaloleni Sub-County, Kilifi County, Kenya*. You are therefore requested to participate in research. Kindly note that participation is voluntary and there shall be no benefits shall be given to you for your participation. However, your participation will be beneficial in developing the world of academics. All information you provide will only be used for purpose of research.

Yours faithfully,

Safari Kiraga



Appendix IV Questionnaires for Teachers and Principals

**ASECTION A: Demographic data**

Please tick [ ] where appropriate or fill in the required information on the space provided.

1. Gender: Male [ ] Female [ ]
2. Age bracket:  
Below 30 years [ ] 30-40 years [ ] 41-50 years [ ] over 50 year [ ]
3. Working experience as a teacher  
Below 5 years [ ] 5-10 years [ ] 11-20 years [ ] over 20 years [ ]

**SECTION B: PARENTAL INVOLVEMENT**

Kindly indicate your rating of the given statements by using the digits as indicated below

5- Strongly agree, 4-agree, 3-not sure, 2 Disagree, 1-Strongly disagree.

1. Parents come for progress discussions of their children\_\_\_\_\_
2. Most learners do their homework\_\_\_\_\_
3. Communication between teachers and parents is best here\_\_\_\_\_
4. Parents participate in educational activities in the school \_\_\_\_\_
5. There is a different between the academic performance of children whose parents attend academic clinics and those who do not\_\_\_\_\_
6. The principal puts a lot of emphasis on parents to be involved in matters of the school

**SECTION C: INSTRUCTIONAL SUPERVISION BY THE PRINCIPAL**

How often does your principal undertake the practices that follow?

| S/N | STATEMENT  | Very often<br>3 | Rarely<br>2 | Never<br>1 |
|-----|--|-----------------|-------------|------------|
| 1   | Ensures high level of discipline of teachers and student |                 |             |            |
| 2   | Observes classroom teaching and learning sessions        |                 |             |            |
| 3   | Checks student notes                                     |                 |             |            |
| 4   | Check students' assignments                              |                 |             |            |
| 5   | Checks teachers lesson notes                             |                 |             |            |
| 6   | Checks schemes of work                                   |                 |             |            |
| 7   | Checks on teachers' records of work covered.             |                 |             |            |
| 8   | Checks on teachers progress records                      |                 |             |            |
| 9   | Keeps a copy of school time table.                       |                 |             |            |

|    |  |  |  |  |
|----|--|--|--|--|
| 10 | Provides adequate teaching learning resources                  |  |  |  |
| 11 | Rewards students who perform well                              |  |  |  |
| 12 | Is allocated lessons on the time table                         |  |  |  |
| 13 | Is always punctual for the classes he teaches                  |  |  |  |
| 14 | Plans for in- service training for teachers                    |  |  |  |
| 15 | Rewards effective teachers by recommending them for promotion. |  |  |  |
| 16 | Gives extra coaching to weak students                          |  |  |  |
| 17 | Subjects taught by the principal score higher grades           |  |  |  |

### SECTION C: SCHOOL RULES AND REGULATIONS

Choose the level that suite your opinion using the key given.

| S/N | STATEMENTS   | Strongly agree 5 | Agree 4 | Neutral 3 | Disagree 2 | Strongly disagree 1 |
|-----|--|------------------|---------|-----------|------------|---------------------|
| 1   | Students are involved in the formulation of school rules and regulation                              |                  |         |           |            |                     |
| 2   | The council members play an important role in ensuring the school rules and regulations are followed |                  |         |           |            |                     |
| 3   | There are consequences the law breakers face   |                  |         |           |            |                     |
| 4   | School dressing code is strictly followed  |                  |         |           |            |                     |
| 5   | The school empowers council members to punish those that break the rules                             |                  |         |           |            |                     |
| 6   | Student are given a copy of the rules on admission day   |                  |         |           |            |                     |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
| 7  | Students discipline in this school is handled by a school discipline committee. |  |  |  |  |  |
| 8  | Students have phones in this school.  |  |  |  |  |  |
| 9  | Students do not obey the school bell  |  |  |  |  |  |
| 10 | Students enjoy going home on suspension   |  |  |  |  |  |
| 11 | Students hate being supervised during exams                                     |  |  |  |  |  |
| 12 | Students don't like the existing rules in the school                            |  |  |  |  |  |

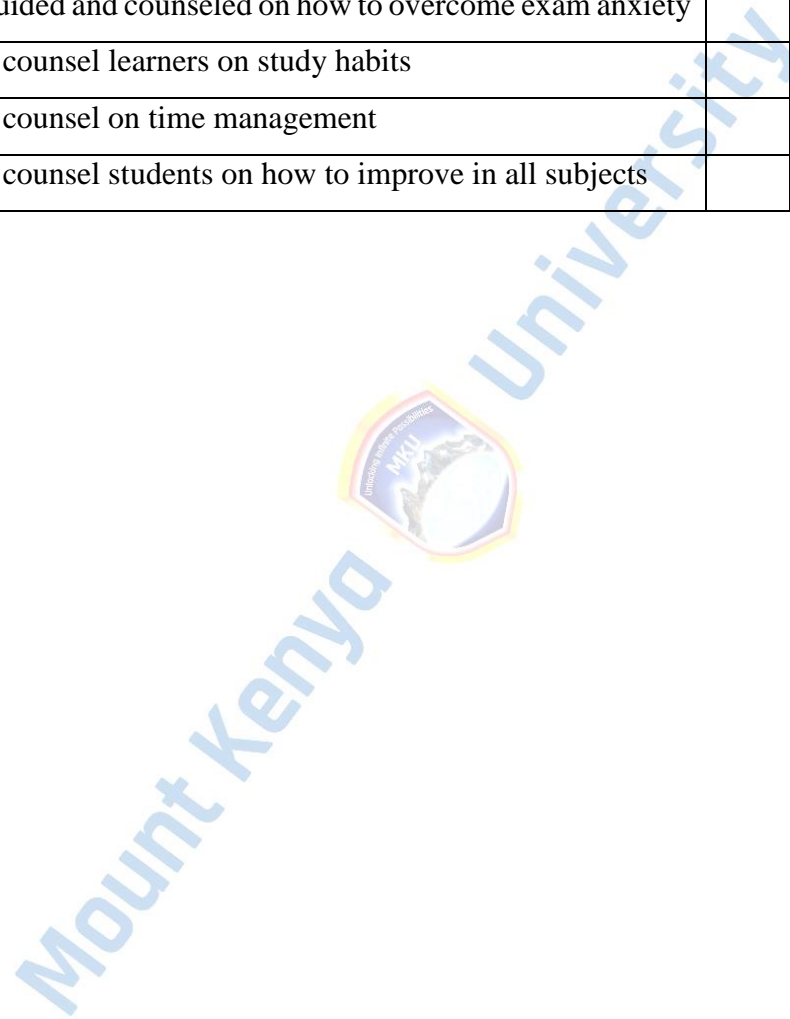
### SECTION E: GUIDANCE AND COUNSELING.

Kindly tick according to your level of agreement to the statement that follows using the scale.

5-strongly agree 4-agree 3-neutral 2-disagree 1-strongly disagree

| S/NO | STATEMENT  | 5 | 4 | 3 | 2 | 1 |
|------|--|---|---|---|---|---|
| 1    | I can guide and council students on various careers  |   |   |   |   |   |
| 2    | The form 4 in this school are definite on courses and careers they want to pursue                        |   |   |   |   |   |
| 3    | Students are assisted to set subject grade targets in line with the higher education career requirements |   |   |   |   |   |
| 4    | Leader are guided on career as they choose their preferred subjects in F2                                |   |   |   |   |   |
| 5    | Career guidance in this school is done right from form one   |   |   |   |   |   |
| 6    | Learners are guided on boy/girl relationships  |   |   |   |   |   |
| 7    | We guide students on how to reduce conflicts with their parents  |   |   |   |   |   |
| 8    | Learners are guided on how to live with each other in school   |   |   |   |   |   |
| 9    | We guide and counsel students on indiscipline issues   |   |   |   |   |   |
| 10   | We guide and counsel learners who lose their closer relatives  |   |   |   |   |   |
| 11   | We guide and counsel students on how to use social media responsibly                                     |   |   |   |   |   |
| 12   | Guidance and counseling of students in regard to peer pressure is  |   |   |   |   |   |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
|    | done   |  |  |  |  |  |
| 13 | Students who abuse drugs are identified and counseled                        |  |  |  |  |  |
| 14 | Students who live with chronically sick parents are identified and counseled |  |  |  |  |  |
| 15 | Students are guided on how to handle their body                              |  |  |  |  |  |
| 16 | Learners are guided and counseled on how to prepare for end term exam        |  |  |  |  |  |
| 17 | Students are guided and counseled on how to overcome exam anxiety            |  |  |  |  |  |
| 18 | We guide and counsel learners on study habits                                |  |  |  |  |  |
| 19 | We guide and counsel on time management                                      |  |  |  |  |  |
| 20 | We guide and counsel students on how to improve in all subjects              |  |  |  |  |  |



Appendix V Students' Questionnaire

**Section A: Students' Demographic information**

Type of school Boys  Girls  Mixed

Gender Male  Female

In which form are you? Form  Form

**SECTION B: INSTRUCTIONAL SUPERVISION**

5. What do you observe when your subject teacher is being observed by another as he/she teaches? \_\_\_\_\_

6. Do teachers in your school attend lessons in good time?  
\_\_\_\_\_

7. Do you have a personal study timetable?  
\_\_\_\_\_

8. Are your notes checked regularly?  
\_\_\_\_\_

9. Do your teachers give assignments and mark them?.  
\_\_\_\_\_

10. Are those who perform exceptionally well rewarded?  
\_\_\_\_\_

11. Are weak students considered for special assistance by teachers?  
\_\_\_\_\_

12. Does your principal teach any class in your school?  
\_\_\_\_\_

**SECTION C: GUIDANCE AND COUNSELING**

1. Are you guided on career choice and if yes, at what time of your course.  
\_\_\_\_\_

2. Are you assisted by your teachers to make subject grade targets?  
\_\_\_\_\_

3. Are love relationships the case in your school?

---

4. Have you been guided and counseled on boy/girl relationships?

---

5. Do students in your school have conflicts with their parents? What are the main causes of the same?

---

6. Do the students who lose their loved ones get special counseling?

---

7. Is substance and drug abuse a problem in your school? Have you been guided on the same?

---

8. Do you normally have small families in school where you are given general directions on a wide range of issues e.g. personal problems, family problems, academic issues

---

**SECTION D: RULES AND REGULATIONS**

1. Do you take part in the formulation of rules and regulations?

---

2. Do you give your opinions concerning exam time tables?

---

3. Are your council members given power to give punishments to rule breakers?

---

4. Have you embraced the school laws as a guide to your stay in school?

---

5. Do you observe time in doing your school activities?

So much ..... Not so much ..... Not at all.....

---

## SECTION E: PARENTAL INVOLVEMENT

1. Is your home conducive for studies?

---

2. Do your parents/ Guardian make phone calls to school concerning your education?

---

3. Do your parents attend school functions that require their attendance (e.g academic clinics)

---



Appendix VI Introduction Letter to NACOSTI



**DIRECTORATE OF GRADUATE STUDIES**

MED/2021/77183

20<sup>th</sup> March, 2024

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

Dear Sir/Madam,


**RE: STEPHEN SAFARI KIRAGA - REGISTRATION NO. MED/2021/77183**

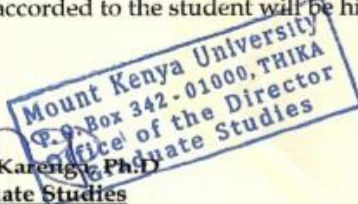
The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the Department of **Educational Management and Curriculum Studies** in the school of **School of Education**.

The title of the research is "**Influence of Principals Management Practices on Academic Performance in Public Secondary Schools in Kaloleni Sub-County, Kilifi 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 **March 2024, and May 2024.**

Any assistance accorded to the student will be highly appreciated.

Thank you.

  
**Dr. Samuel M. Karengi, PhD**  
**Director, Graduate Studies**  
Enc.



Appendix VII Ethical Review Committee Certificate



REF: MKU/ISERC/3540  
TO: STEPHEN SAFARI KIRAGA

Date: 19 March 2024

REG: MED/2021/77183

Dear Sir/Madam,

**RE: INFLUENCE OF PRINCIPAL'S MANAGEMENT PRACTICES ON ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KALOLENI SUB-COUNTY, KILIFI-COUNTY, KENYA.**

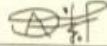
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2584**. The approval period is **19/03/2024 - 18/03/2025**.

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**

✓ The Chairman  
Mount Kenya University  
Ethics Review Committee  
P. O. Box 342 - 0100, Thika

Appendix VIII Research license from NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 850906

Date of Issue: 23/October/2024

**RESEARCH LICENSE**



This is to Certify that Mr. STEPHEN SAFARI KIRAGA 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 Kilifi on the topic: **INFLUENCE OF PRINCIPAL'S MANAGEMENT PRACTICES ON ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KALOLENI SUB-COUNTY, KILIFI-COUNTY, KENYA** for the period ending : 23/October/2025.

License No: NACOSTI/P/24/41331

850906

Applicant Identification Number

Director General  
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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Scan the QR Code using QR scanner application.

See overleaf for conditions

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

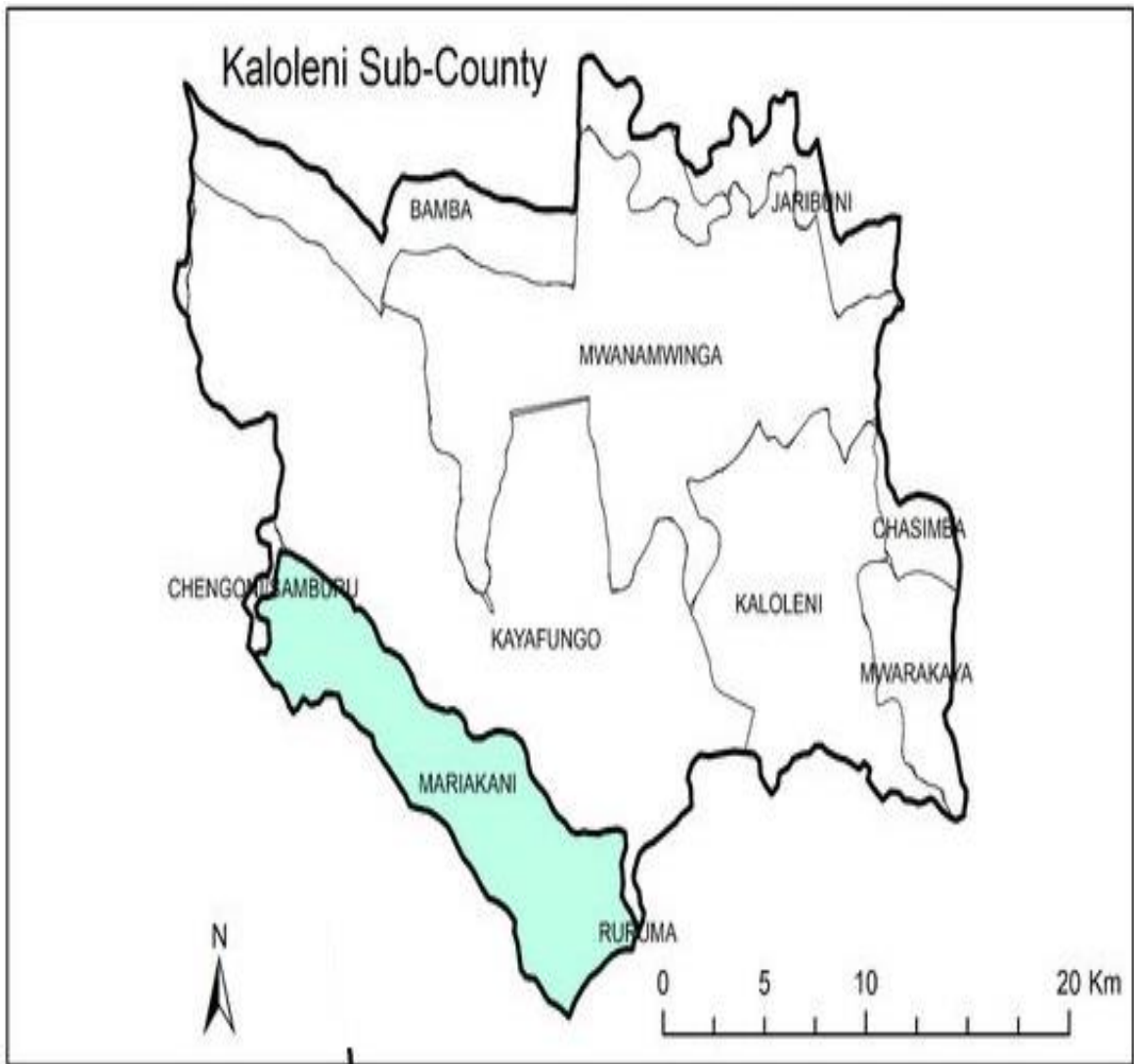
The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in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

**CONDITIONS OF THE RESEARCH LICENSE**

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way:
  - i. Endanger national security
  - ii. Adversely affect the lives of Kenyans
  - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
  - iv. Result in exploitation of intellectual property rights of communities in Kenya
  - v. Adversely affect the environment
  - vi. Adversely affect the rights of communities
  - vii. Endanger public safety and national cohesion
  - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
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14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and  
Innovation(NACOSTI),  
Off Waiyaki Way, Upper Kabete,  
P. O. Box 30623 - 00100 Nairobi, KENYA  
Telephone: 020 4007000, 0713788787, 0735404245  
E-mail: dg@nacosti.go.ke  
Website: www.nacosti.go.ke

Appendix IX Map of Kaloleni Sub-County



Mount K

# Appendix X Similarity Index Report

## Student Le

### INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDA...

-  PROJECT
-  MASTERS
-  Mount Kenya University

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